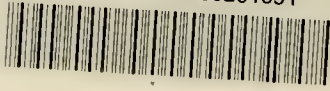




*The One-Room School*  
— *Lycoming County's Legacy*

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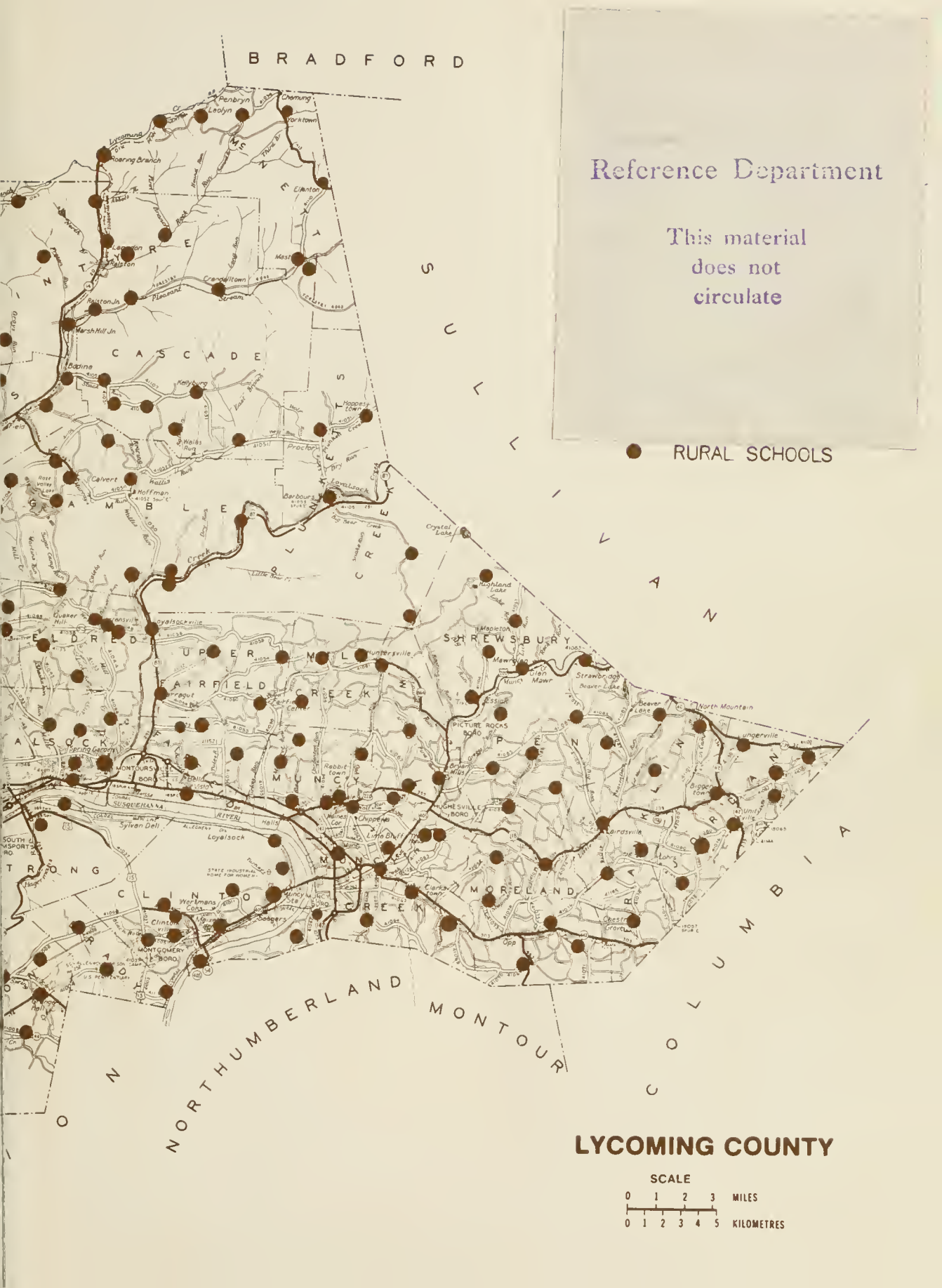


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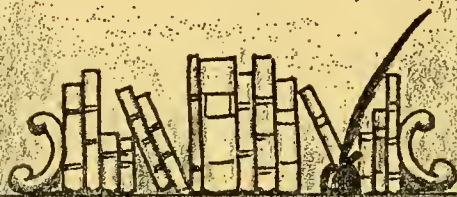
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Note: In our study of original manuscripts, some 100 years old or more, it was interesting to note unusual spellings and distinctive grammatical constructions. Reproduction is as true to the original form as possible.

The photographs in this book have been reproduced from various sources, many of which are old and consequently of poor quality.

Many of the designs seen throughout the book are facsimiles of the souvenir booklets that were given to the students at the end of each year by their teachers.

Cover drawing and designs by Marilyn Seeling.

Title page by Grace D. Caldwell in the style taught by Professor C.C. Hart in the county schools during the first quarter of this century.

P

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## DEDICATION

*We dedicate this book to all students and teachers who fondly remember their experiences in a one-room schoolhouse — and especially to Clarence McConnel whose love for these schools inspired the writing of this book.*

## Words of Thanks

This book would not have been possible without the help of many people in various ways. We would like to thank all of them.

Jean T. Heller edited and proofread the copy. George C. Deffenbaugh researched and wrote two townships, photographed a number of schools, and marked the map on the end papers.

Andrew Grugan, Lycoming County Historical Museum Director, read the copy for historical accuracy, and the museum staff assisted in procuring information and pictures.

Barbara Cioffi and Karl Klotz proofread, edited, and typed parts of copy. Marguerite Bierman and Charles Dittmar did photographic work. Legal assistance was contributed by David R. Bahl. Mrs. Virdie S. Houser researched and wrote several sections of this book, and Alicia Barnard worked many hours with layout and typing.

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The J. V. Brown Library helped in locating information and provided a photograph of the Mosquito Valley School. The Konkle Library in Montoursville, the Muncy Public Library, and the Muncy Historical Society contributed sources of information.

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**Also thanks to the following:**

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**To all others who helped and supported us throughout this project, we express our gratitude.**

## PREFACE

Among the evidences of a bygone era are the one-room schoolhouses. Lycoming County, in particular, has a long history of these educational landmarks stretching back to 1796 and extending to 1967. There were over 200 of these schools in operation in the county during this time. Some have been restored, some have been converted for other uses, and some have fallen to ruin.

The Junior League of Williamsport, Inc. became interested in this project while compiling an oral history from older county residents. In the course of the interviews, the late Clarence McConnel emerged as an exceptionally rich source of information. For many years, he had been working on a scrapbook of one-room schools in all of Lycoming County. Mr. McConnel's material has served as the incentive for the League's undertaking this project.

From many former one-room schoolhouse teachers and students, we have been fortunate to obtain for preservation a wealth of information, personal stories, photographs, original documents and memorabilia. This material has enabled us to capture the realities of the school days which have been immortalized by such songs as *The Little Red Schoolhouse* and *School Days*, by short stories such as Washington Irving's *Legend of Sleepy Hollow* and its itinerant teacher Ichabod Crane, and by books and television programs such as *Little House on the Prairie*.

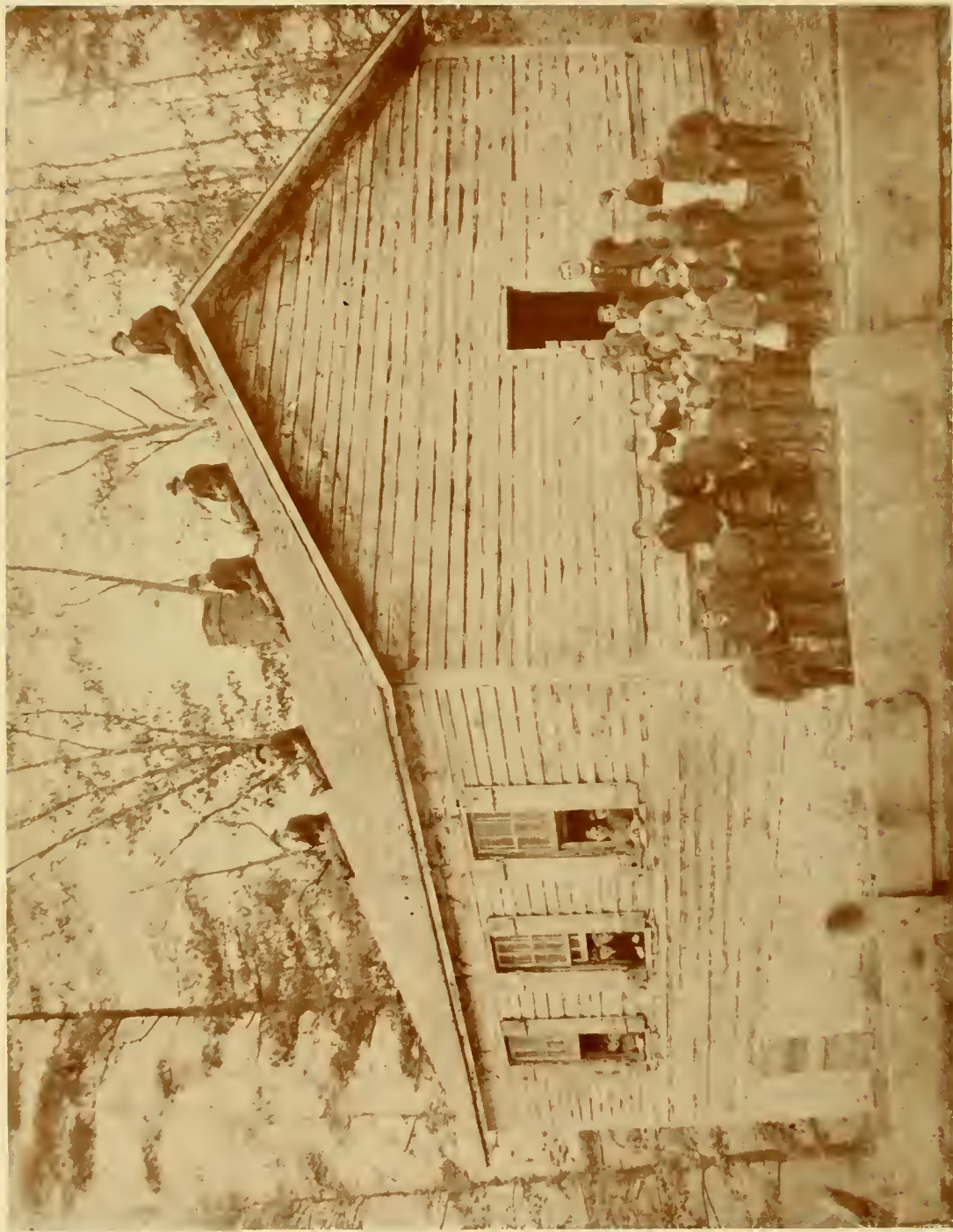
The purposes of this book are to preserve the history of a significant era of our county — the buildings, the people, and their joys and problems — and to pay tribute to the early educators whose dedication to learning contributed immeasurably to enrich the county and its people.

We do not claim that this book is a complete, precise historical record. Our research revealed many discrepancies in dates, names and other associated information which we have attempted to assemble as logically as possible to capture the tenor of the *Little Red Schoolhouse* times. Material which could not be directly included in this book is preserved at the Lycoming County Historical Society Museum for future use and research. Any readers who have additional information are invited to contribute it to the Museum's collection.

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Sandra Klotz  
Ruth Croyle  
Connie Snyder  
Marilyn Seeling  
Linda Alberts  
Cherie Hodrick  
Elizabeth Lyon  
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Balls Mills School Hepburn Township — 1880's





## EARLY HISTORY

Settlers of Lycoming County were occupied during the first half of the eighteenth century with the basic homesteading tasks of clearing land, wresting territory from the Indians, and setting up the rudiments of agriculture and home industry. This rugged country that provided a home for the early pioneers grew steadily with each new influx of immigrants and soon became a melting pot of different nationalities. Each faction brought its own dreams, motives, and acquired knowledge fashioned after a native land.

This knowledge was passed from one generation to another and reflected the parents' own bias or creed. Basic survival, however, outweighed adherence to tradition, and young men were provided the only training deemed necessary — meeting the demands of the wilderness. Learning the fundamentals of handling a gun proficiently, making accurate strokes with an axe and improvising tools and equipment where there were none were the primary skills of instruction. A young woman's basic education involved cooking, cleaning, making clothes, and swinging a cradle with dexterity and ease. For a long time, the skills required to cope with pioneer life had first priority, but as the settlers' need for protection diminished and homesteading tasks became easier, a gradual change occurred in educational priorities.

The earliest endeavors at public education were rather haphazard, community efforts. People would band together and hire the best educated of their neighbors. There was no system, no order, and no governing body. Most of these schools were known as subscription schools. This meant that the parents paid a tuition that could be collected in various ways. Money was not readily accessible, so bushels of grain, stacks of firewood, and other commodities were common types of payment. In some cases, the teacher was provided with room and board for a designated time as compensation for instruction.

School buildings were nonexistent, and instruction was dispensed in whatever rooms or structures were available. In most cases these structures were privately owned and were often nicknamed "*kitchen*" or "*family*" schools. Many were in operation long after the first formal schools were erected and provided instruction in religion and academics for adults as well as children.

Most of the schools adhered strictly to the traditions of the nationality that was dominant in that area. The Dutch, German, and Scotch-Irish immigrants, common ethnic clusters, taught their children exclusively in the mother tongue to preserve the heritage of their ancestors. In mixed communities much bitterness arose in selecting a teacher. At one time a riot was imminent at Jaysburg, located in a section of today's Newberry, between the Dutch and the Scotch-Irish. The conflict was settled by the decision to erect separate schools for the accommodation of pupils in each language.

Religious background also figured prominently in determining the need for a school. From earliest accounts, Quakers were known to have a great interest in educating the members of their sect, and many held "*kitchen*" schools to advance their education. Father Kitley, an elderly Quaker, conducted a school as early as 1790 in a log house on his farm between Pennsdale and Hughesville. In 1793, some Quakers conducted an evening school in their meeting house, and the early 1800's saw the Muncy area blossom with private schools begun by people who offered everything from theorem painting to classical music. Presbyterians, Catholics, and Methodists followed suit, offering other aesthetic courses of study.

As the population grew, crude log buildings were erected as schools. Their location was determined by the largest clusters of people and by the land donated for the building. Usually the land designated for schools was considered unfit for other purposes, and, unfortunately, little consideration was given to its suitability for a school. Often it lacked adequate play yard or was subject to flooding, high winds, fog, and drifting snow. In sparsely settled areas children were required to walk five miles to school, often suffering hardships during the cold, winter months.

As technology progressed, more and more rural areas developed into industrial settlements. Woolen mills, saw mills, iron furnaces, and mines were established throughout the county, and the need for educating the workers' children became apparent. Schools were begun in these localities and labeled "*factory schools*" because their main patrons were from factory workers' families. In many cases when the means for making a living was terminated, so was the need for a





*Red Burn School — McIntyre Township. Early 1900's. The school is located in the top-center of this picture of the now non-existent coal-mining town of Red Burn near Ralston.*

school. Such was the case in Plunketts Creek Township where a woolen factory burned in 1891, and the school was closed several years later.

It seems that when the size of the population warranted a need for structured education, there arose the need for a building to be erected solely for that purpose. The kitchen schools were no longer adequate substitutes for an actual building in which to serve a large number of students. Buildings needed to be constructed not only in industrial settlements but in the rural areas as well.

The first school building in the county was built in 1796 in a rough and undeveloped wilderness known as Moreland Township. Architecturally crude, it was built of round, hewn logs and roofed with clapboard with two windows made of greased paper. A pine board supported by pins along two sides of the room furnished the writing desk; long, pine slabs on four good substantial pegs made the seats; and an open fireplace furnished both heat and light. Barnard Barkelow was the first teacher of record. Prior to the first log building, vacated shops, rooms, and buildings served as the educational structures throughout the county.

About 1795, the same year that Michael Ross was laying out the town of Williamsport on land that he owned, it is worthy to note that he set aside a square plot of ground for a schoolhouse at the northeast corner of the square presently occupied by the county Court House. A log school was constructed on this plot soon afterwards, as were two built in Jaysburg to accommodate the Dutch and Scotch-Irish nationalities. A flurry of school construction is recorded in the county in the late 1700's and early 1800's as the one room log school became the symbol of a progressing educational system.

Although building schools was a step forward in the educational process, many difficulties remained. The teachers continued to be poorly trained and ill-qualified, for many knew nothing about grammar or geography and were acquainted with no more arithmetic than long division.

Often itinerant teachers were hired, and few remained more than months, although some settled in the area and became prominent local citizens. One of these early itinerants was Caleb Bailey, who appeared in 1796 and is believed to have taught in the first log school erected within the city of Williamsport. Many of these schoolmasters were of Irish or Scotch-Irish descent, noted for their scholarly attainments and unique personalities. They were often paid quarterly and in the case of itinerant George Patton, a reasonable proportion of firewood was added to his monetary fee.



*Steuben School — Cogan House Township. 1846-1894. In 1894 a new school was built, and the old log school was covered with weatherboards and used as a blacksmith's shop.*



Larryville School — Piatt Township. This school was destroyed by the 1889 flood.

One of the means of engaging these schoolmasters was through advertising, and in 1808, the advertisement at right appeared in the *Lycoming Gazette*.

In addition to the problems of finding adequate teachers was the task of finding suitable materials from which to teach. Textbooks were virtually nonexistent in the early days, and teachers often would use a piece of keel or charcoal to print letters on the wall or in front of their desks from which the little ones learned their ABC's.

As the years passed, pupils eventually studied from a spelling book and read from the Bible, prayer book or newspaper. The art of writing was also a difficult achievement, and a teacher often was kept busy at recess repairing quill pens. No classes were established and no system observed. Each pupil progressed in proportion to his ability or to the amount of time he applied himself to his studies. As unstructured as this education was, the schools began to flourish, and gradually grew in popularity. Their patrons still were largely from the working class and agrarian section of society, and it was some time before the schools could compete with the private schools attended by the very rich.

Academies for boys and schools for young ladies became popular among the elite and offered a viable alternative to the one room, non-graded log school. One of the first private schools that was established in the valley was an institution

## A SCHOOL- MASTER WANTED

One who is capable of teaching reading, writing, arithmetic, etc. Will meet with good encouragement by applying to the trustees in the Boro of Williamsport.



of higher learning founded on Little Pine Creek in 1806 by Quaker John Norris and his wife. Called the *Seminary in the Wilderness*, it was reached by Williamson Road. This road had been opened a few years earlier from Loyalsock (now Montoursville) to Painted Post, New York. Established solely for the purpose of educating young women, the seminary was a bold venture for the times and proved very successful. Many daughters of early pioneers attended the seminary, most notably, Elizabeth Ross, daughter of Michael Ross. Her books have been preserved at the Lycoming County Historical Museum.

About 1814, another academy was erected on Third and West streets. Octagonal in shape, it was often called the Octagonal School rather than by its formal name — The Williamsport Academy for the Education of Youth in the English and Other Languages in the Useful Arts, Science, and Literature. Subscriptions from local citizens and a \$2000 grant, obtained from the state on condition that no more than five poor children be taught without charge, made possible the erection of this substantial brick building that was a landmark for many years. This same academy became Dickinson Seminary in later years and was the lineal ancestor of Lycoming College.

The academy was served by a line of Scotch-Irish masters until 1835. After that time, Miss M. A. Heilman and Miss P. Hall conducted a young ladies' seminary in the old building for a number of years. The site of the academy was moved to the present location of Lycoming College in 1838 for the following reason:

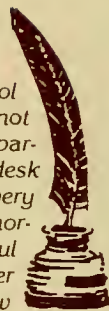
Whereas the said situation is no longer deemed a proper situation for an academy by reason of the termination of the Williamsport and Elmira Railroad at or near the house attracting the attention of the scholars and endangering their personal safety.

From the time the first log school was erected in 1796 until the 1830's, education in Lycoming County consisted of township schools, supported by tuition paid by the parents, and private schools or academies designed to provide more advanced learning and generally limited to the well-to-do. In both cases, structured learning was an option available only to a small segment of the population. Children of poorer families often were eliminated by the expense of subscription, children in remote areas had no schools available, and in many minds education was still considered a luxury rather than a necessity.

Then, in 1834, the Free School Act was signed into law by Governor George Wolf. The result of many years of effort by three Pennsylvania governors — John Andrew Schulze, George Wolf, and Joseph Ritner — the act gave each child in the state a chance for education at public expense. It stated that schools were to be financed by local taxation supplemented by appropriations from state funds. Local school directors were to be elected to administer the schools, which were to be open to all who applied for admission. This act marked the beginning of public education in the state.

Thought to be a breakthrough in education, the Free School Act still faced strong opposition. Some of the opposition came from parents who had been paying tuition fees all along to send their children to school and resented a law that now made it possible for the very poor to come to school at the taxpayers' expense. A citizen of Piatt Township who was opposed to the equality of education thought a blue patch should be sewn on the pants of poor children in order to mark the distinction.

*One trying day in the teaching career of Mrs. Grace Kohler occurred when the Superintendent decided to visit the school to observe her. Normally this would not have been a note-worthy event. On this particular day, however, each student's desk was brightened by the presence of a very unusual object. Rather than having the normal quill, each student had a colorful pheasant feather for his quill. Mrs. Kohler recalls spending the day wondering how the Superintendent would react to her rather unorthodox classroom environment!*



*The Octagonal School — The Williamsport Academy*



*Independent School — Hepburn Township*

Another strong faction of opposition came from the settlers of German descent. Commonly called Dunkards, these people believed their own system of church schools conducted in the German language would better serve the needs of their children. They feared English schools would confuse their children, who spoke German at home. They decided if they could not have their own language and their own school, they would not have any at all. As a result, independent school districts were formed where the German language was maintained. Hepburn Township had an independent district as did Old Lycoming and Watson townships.

An article entitled *Education in the Nineteenth Century* written by John A. Eckert offers a passage that deals with the early schooling of Eckert's father in a German School in Mifflin Township in the 1830's. The writer then compares his own education received a generation later with that of his father's, giving the reader an idea of how the system progressed after the Free School Act of 1834.

The school my father attended was in the teacher's home, a log house one and one half miles north east of Salladasburg. All teaching was in the German language, benches placed around the room served as desks, or seats for the pupils. Very stormy weather resulted in some pupils who came quite a distance staying overnight with the teacher. School tax was an unknown quantity as there were no schoolhouses, but parents of pupils frequently gave the teacher a bag of corn, a sack of flour, or a load of wood, in payment of the teacher services.



Subjects taught at that time were reading, writing, and arithmetic. The reader was the Old and New Testament. I am advised that ten years later the books were printed with two columns, one in German language and the other column was in the English language. The arithmetic was a ready reckoner with problems worked as proof of their correctness.



A generation later found the writer of this sketch a pupil in the common schools. I remember the school term was five months long and parents purchased the text books for their children. One of the great events looked forward to by teachers and pupils was the district institute held in some central section and embraced several townships. I remember one held in Salladasburg for the districts of Mifflin, Anthony, Piatt, and the boro of Salladasburg. These institutes were generally held on a Saturday. At that time Mifflin had seven schools, Anthony had five and Piatt had five and Salladasburg two. All schools participated in the contests which included Reading, Spelling, Rapid addition, and general information. Rivalry was keen among the pupils for leadership. These contests with the discussions of questions relating to school, completed the day's program. Large bobsleds sometimes drawn by four horses generally hauled the entire school. Enrollments were sometimes forty. The merry sound of the sleigh-bells, the singing of the school songs of that day by the scholars as they were homeward bound was the end of a perfect day.

From this account one can readily see that change did occur in the educational structure, but progress was slow and opposition and distrust of new ideas were formidable barriers to be overcome. In fact, there was so much dissent at the passage of the Free School Act that in 1835 there was even an instance when it came precariously close to being repealed. The Free School Act did not force local communities to establish public schools; it merely provided funds for those districts which accepted the law's provisions. Approximately one half of the state's school districts accepted the appropriations as soon as they were available, but it was not until 1868 that all of the one thousand districts in the state had established public schools.

This law drastically changed the attitude toward education in many communities. Although schools sprang up in greater numbers providing the opportunity for education to many more children, compulsory attendance was not introduced until 1895. The establishment of more schools also produced a demand for more teachers. These schools drew their teachers from the best of the eighth grade students in the existing schools. These persons had to undergo an annual examination by the school directors to receive proper certification to teach the various grade subjects.

Until the Free School Act and for almost twenty years thereafter, each school operated independently of each other. The school calendar was determined by the local school directors. It was influenced greatly by peak activity times in agriculture and industry when most of the children were needed at home. In 1854, the average length of a school term was four months.

As was previously mentioned, there was no standardization of materials even within one school or township, so the standards of qualification in one area had no relationship to the standards in another area. Each teacher worked in isolation of others. In some schools there were no grade divisions — each student recited independently. During these twenty years the educational system grew immensely, but its growth was seen in numbers rather than in organization. It was a system based upon the will and whims of clusters of people, scattered throughout the county, each possessing different backgrounds and professing different ideas about education. There arose the need, therefore, for standardization and organization, and in 1854 another act was passed that had a significant impact on the progress of public education. Labeled the Act of 1854, it created the Office of the County Superintendent and sought to give some direction to the educational system.

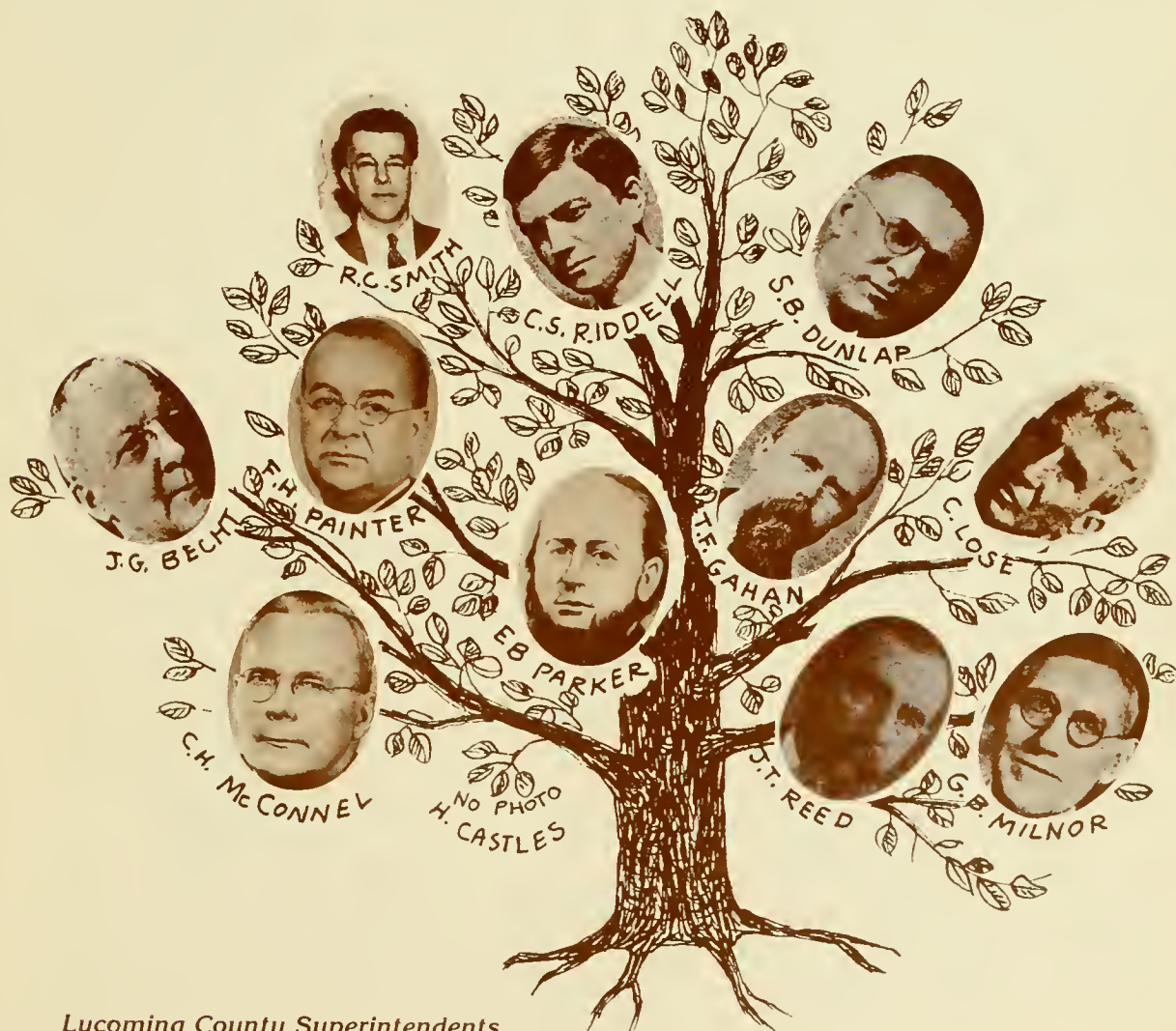




## THE PUBLIC SCHOOLS BEGIN

The Pennsylvania Act of 1854 had a favorable effect upon the quality of education in these early schools. This act introduced new features:

1. School districts became corporate bodies to borrow money, buy and sell property, sue, etc.
2. Separate sub-districts were abolished.
3. The minimum school term was established at four months.
4. School directors were required to establish separate schools for Negro or mulatto children whenever schools could be so located as to accommodate twenty or more people.
5. School architecture was emphasized and a study of same was authorized.
6. A course of study was delineated: Orthography, Reading, Writing, Grammar, Geography, and Arithmetic.
7. Public funds for private and endowed schools were repealed.
8. School directors were to select texts used in the schools with the advice of teachers.
9. The Office of County Superintendent of Schools was created.



*Lycoming County Superintendents*

This last provision in particular aroused a great deal of opposition. Those who had opposed the 1834 Free School Act directed their strength against the new office. They especially opposed the teacher examinations, and there was much fault-finding with county superintendents by dissatisfied schoolmasters. Many school directors looked upon this as an attempt to limit their prerogatives and their power. Citizens complained that the money paid for superintendents' salaries was wasted.

During this period, the chief school officials worked in an unfavorable atmosphere. According to Wickershan's *History of Education in Pennsylvania*:

Their examinations were often unjustly criticized, their visitations were unwelcome, their advice was unheeded, and even their presence was considered an offense. Under these circumstances, the weak did nothing, the timid shrunk from the conflict, and none but the strong and brave could make a fight with any hope of winning it.

The first county superintendent in Lycoming County was J. W. Barrett. He was elected in 1854 and set to work immediately to bring some order to the haphazard system of schools then in operation. Mr. Barrett found buildings to be cold and uncomfortable, few had maps or blackboards, and some had no toilet facilities. The following passage typifies the condition of many of the schoolhouses in existence during Mr. Barrett's superintendency. The description was written by Wesley Miles about the state of Williamsport's schools and schoolhouses in 1853.

There were but two buildings — one a one-story brick, of two rooms, located on an alley, east of Hall's foundry. The fences, on three sides, left a space of a few feet for play grounds, with an alley in front, almost impassable from the depth of mud and water, with no walk to it from Third Street. This place was situated in the lowest, filthiest, and unhealthiest part of the town. The interior decorations, furniture, and the general condition of the 'house', may be briefly summed up. Much of the window glass was broken, the wash-boards parted some inches from the wall. A huge semi-circular platform was spiked down close to the back door, on which stood an unsightly, unpainted, dilapidated, rough desk. The writer, uncomfortably seated so near the door, on account of the cold, raised the spiked-down platform to remove it to another part of the room. On removing it, I found it hollow underneath, to save the expense of a few feet of lumber. The old-fashioned long desks were carved and soiled with ink; the benches out of repair, low and unsteady. The stove was of the salamander kind, small and broken; ceilings low; walls cracked, and dark as prison quarters. No recitation seats, because no space for any. Two long desks enclosed the stove, and a gauntlet had to be walked to get to it. Besides, the foundation of the building was broken out, it was said, by the boys, in pursuit of rabbits. The front door was at an opposite corner from the back door. No blackboards, no maps, no furniture, save the benches, desks, and the little stove suited to heat a room ten by twelve. Adjoining, was a room similar to the one above described. The penuriousness of the board, would not permit a school to be taught in it, rather pile in some ninety into mine, if for no other reason, to keep each other warm, as the following will show:

The winter of 1854 was intensely cold. The schoolhouse, as above described, was not prepared for opening school in September. The cold entered everywhere, the fire would not burn, for the stove was worthless. The thermometer was below zero. My pupils wept bitterly on account of the cold. They clustered around the "salamander", and forced each other aside. I walked the floor benumbed. The school board had long before been petitioned to make the necessary repairs, but refused. Thus situated, we resolved to remove into a vacant school-room on Church Street. Fixed in our somewhat more comfortable quarters, I addressed the president of the board thus:

"The Jacobin motto was: Necessity knows no law; necessity demanded our removal from the house we this morning vacated, to prevent us from freezing. Whenever you put it in a comfortable condition we will return; otherwise not." Speedily such repairs were made, as the season permitted, and one week afterward, we returned. The only plea put in by the board, in refusing to repair the building, was: "No use in fixing up the old schoolhouse, for we are going to build another."

The second schoolhouse, which we removed, as above stated, was a one-story brick, containing one room, equally unsightly as the other, but not so dilapidated and airy. The third house was a rented one on Pine Street, the property of Mrs. Ann Heilman. This was the only school-building of any attractions in the borough. In the above buildings, without grounds, five teachers taught each a session of six months; salaries, thirty-five dollars per month; No. 1 grade, boys, (my enormous wages,) first grade female, thirty dollars; others, twenty-five dollars.

The above is, no doubt, a fair representation of the schools, and schoolhouses in the 1850's, and yet when the described house was built in 1839, the town had less than a thousand inhabitants, no railroad, no pavements anywhere, and the common school system was not fully understood, even by its founders.

Due to the poor condition of the schoolhouses and the common practice of overcrowding, epidemics were frequent throughout the county, and school attendance was very irregular.

Through tact, patience, and understanding of school problems, Mr. Barrett laid the foundation for the work of those who were to follow. He made an effort to visit every community in the county and to enlist the aid of the school directors in improving the conditions of the schools. This was not an easy task, for many of these directors were still distrustful of the new office and posed formidable opposition for the first superintendent. Although many of the improvements he had strived to accomplish were not realized under his administration, he served to rescue the system from destruction and make it possible for his successors to continue in an office that was strengthened by his efforts. After two years he resigned, due largely to financial reasons because most of his meager salary went toward travel expenses.

In 1856, Elisha Parker was appointed to fill the vacancy left when Mr. Barrett resigned. He was known to be a faithful and efficient officer and was very popular with the teachers throughout the county. Because he was unfamiliar with county roads, he had difficulty with visitations, often arriving at schools to find them no longer in session. He was disillusioned with parents who sent very young children to school to be rid of them and with wealthy settlers who opposed school taxes and free public schools. His tenure in office lasted only a year at which time Hugh Castles was elected to the position.

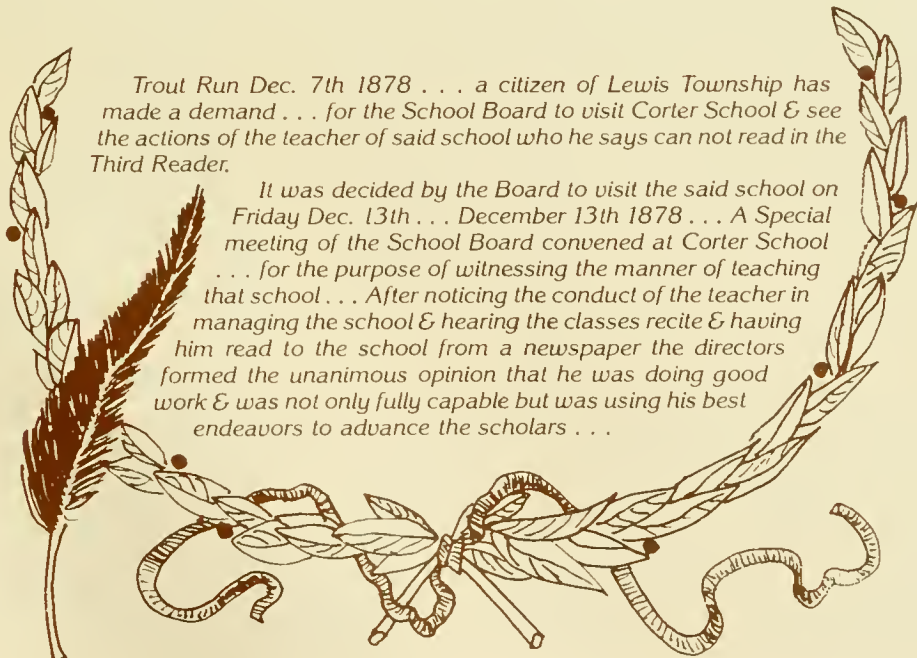
During Mr. Castles' term (1857-1863) the superintendent's salary was reduced from \$500 to \$300 per year. He worked diligently, however, toward laws that would increase state aid and bring about a longer school term. He often demonstrated correct methods of teaching when visiting rural schools. His report of the county superintendency for the year ending June 3, 1861, evaluates the condition of the schools and classrooms, the materials used, and the quality of the teachers and teaching observed. A perspective on the state of education at the time can be gained from this quote:

In some of the finest farming districts I found the poorest schoolhouses in the county, and the schools taught in these were of the same grade. In some localities I found elegant dwelling houses, sheds, corn houses, fine barns, good carriage houses, and even pig styes neatly finished and painted; and the children of the owners at school in poor schoolhouses not at all adapted to the comforts of children, or fit places for the training of immortal minds.

He was equally dissatisfied with the quality of teaching and the lack of communication between teachers of different areas.

In Meginness' *History of Lycoming County* we find a description of just this type of situation among the teachers employed during Mr. Castles' term. It reads:

The teachers in the field were poorly qualified, and very imperfectly acquainted with the principles of teaching. There was no consultation nor intercommunication of ideas be-



Trout Run Dec. 7th 1878 . . . a citizen of Lewis Township has made a demand . . . for the School Board to visit Corter School & see the actions of the teacher of said school who he says can not read in the Third Reader.

It was decided by the Board to visit the said school on Friday Dec. 13th . . . December 13th 1878 . . . A Special meeting of the School Board convened at Corter School . . . for the purpose of witnessing the manner of teaching that school . . . After noticing the conduct of the teacher in managing the school & hearing the classes recite & having him read to the school from a newspaper the directors formed the unanimous opinion that he was doing good work & was not only fully capable but was using his best endeavors to advance the scholars . . .

Excerpt from the Lewis Township School Board Minutes



tween the different teachers of the county. No questions of general school interest were agitated, and no new plans and methods suggested and attempted; but each teacher was a solitary worker in the great field of popular education. The officials, observing this great defect in the system, and seeing no better way to remedy it, influenced the State Government to pass a law providing for the meeting of teachers in each district every two weeks for the purpose of suggesting and investigating new methods and theories in general school work. The two days attended at the District Institute were counted in the number of days taught. For many reasons this law was found to be impracticable, and after a short-lived duration it was finally repealed during the Legislative session of 1862.

In addition to trying to improve school buildings and methods of teaching, Mr. Castles did much to establish regular school hours. He wanted his teachers to have the school rooms ready on time and begin the school day at the proper hour. After a six-year term as superintendent, Mr. Castles abdicated his office in favor of a popular and progressive man named John Thomas Reed who was elected to the superintendency in 1863.

Also aware of the need to bring standardization and organization in teaching methods, Mr. Reed was successful in initiating the first county institute in Muncy in 1863 with twenty teachers attending. These institutes later became important workshops for teachers' training. Teachers were given instruction in available methods of teaching, school work was exhibited, and teachers could converse with their peers and share ideas. Much of Mr. Reed's time also was spent in traveling from school to school to give help to teachers on the job. He succeeded in introducing into the school curriculum the important subjects of grammar, geography, mental arithmetic, and United States history. After retiring in 1872, Mr. Reed served as principal of Montgomery schools and the Lycoming County Normal School.

Recognizing the importance of a county institute to instruct teachers was a man named T. F. Gahan who served as county superintendent from 1872-1881. He did a great deal to promote this concept, bringing interesting speakers to the institutes along with student competition and displays that sparked the interest of the local citizenry. Until this time many parents knew nothing about the order, progress, or management of the schools which they were supporting. The sums of money given for school purposes were done so under protest, the new school books their children needed were thought to be useless and unnecessary, and the school furniture deemed a luxury. The county institutes thus served to educate the people on the internal workings of the school system and to establish a rapport with parents who had maintained an unhealthy attitude toward education. By conducting class drills, discussing questions of general school interest, and establishing the need for using charts, maps, and other academic tools, the institute helped initiate a greater interest in learning throughout the community.

Mr. Gahan was so concerned that teachers receive the best possible training to help them perform their jobs, that he enlisted the aid of the Rev. Thomas A. Griffith to help him organize the Lycoming County Normal School at Montoursville in the spring of 1870. In 1875 it was moved to Muncy where it grew into a fine teacher training institution. The Normal School especially helped rural teachers to improve their general education and teaching methods. In addition to establishing local institutes to benefit the teachers, this superintendent was the first man to call a convention of school directors together. The first convention was held in Montoursville, and subsequent meetings allowed directors to exchange ideas about education and to develop general policies. These conventions marked the beginning of efficient school organization at the local level.

During the term of Charles S. Riddell (1881-1885) nearly all school buildings declared unfit for use were replaced by new buildings. Practically all school districts had discontinued summer term and a single, longer winter term was established. Mr. Riddell died in office at the age of 35.

Charles Lose served the remainder of Mr. Riddell's term and was re-elected at the next election. His administration was marked with great success, mainly in the direction of organizing the county schools. Much of the work that was scattered, disorganized, and isolated up to this time was



*Trout Run Dec. 5th 1863 . . . The object of the meeting being to Establish a District Institute there being but one Teacher present the Institute could not be established.*

*The following resolution was adopted Resolved that we recommend to the Teachers of this district to procure some good work on teaching and devote every other Saturday to the reading of such works on teaching.*

*Excerpt from Lewis Township Minutes*



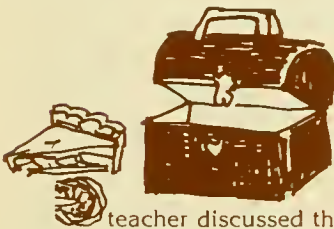
Muncy Normal — Educational Hall

brought into harmony with the county system. He initiated a plan of district supervision that divided the county into institute sections and a competent teacher in each section was appointed to take charge of the educational meetings there and to give monthly reports to the Teachers' Exchange. He also raised the standards for teacher training, requiring teachers to satisfy his standards before they were given certificates to teach. An important step toward more efficient instruction came when free text books were furnished to students by the districts enabling all members of each class to have the same books.

As a public speaker Charles Lose was without equal; the stories he told of his experiences in visiting the rural schools in the county have become classics in the local history of the area. An example of his proficiency in recounting these travels can be noted in the following excerpt taken from an article written by Mr. Lose entitled "A County Superintendent Fifty Years Ago."

Transportation for the Superintendent in his work among the schools was limited largely to a horse and buggy in Spring, Summer, and Fall and to a horse and sleigh in Winter. When the road was extremely dangerous he occasionally traveled afoot. All of the roads were dirt roads, axle-deep in mud in the Spring when the frost was going out of the ground and blocked with snow drifts in the Winter time in the hill country. The Superintendent and his horse had many a stirring adventure in a bottomless mud hole or in a five-foot snow drift. In the mountains the roads were always rough and narrow. To meet a team loaded wide with bark or lumber and coming at a break neck speed down one of the narrow mountain roads compelled the Superintendent to think quickly and act smartly to avert disaster. The great June flood of 1889 obliterated for long stretches many mountain roads that ran close to the streams and carried away scores of bridges. In his work that Summer the Superintendent often wished that he might exchange his buggy for a boat. But these lonely hill and mountain roads often led through pleasant places where the Superintendent might see a ruffed grouse dusting itself, or a gray squirrel leaping from branch to branch, or a red fox cross the road in front of him. Once he was thrilled by the sight of a bear husking corn in a little cornfield perched on the side of the mountain. In the Spring while his horse was shedding his coat the Superintendent always rode with hair in his mouth, in Summer the dust of the road covered him, in the Fall rain wet him to the skin, and in the Winter frost nipped his fingers and ears. But these were small ills and there was much to compensate in the wild life he saw and heard in every mile of hill or mountain road.

The Superintendent's trips to the distant parts of the county were often a week in length and at such times, like the soldier, he lived off the country through which he traveled. His horse was always sent at noon to the nearest barn for a full feed, but the Superintendent was himself often compelled to ask the teacher to share his lunch with the visitor. On one such occasion the teacher disclosed with some embarrassment that his dinner bucket held only a piece of apple pie and a chunk of raw cabbage. The Superintendent was disposed to eat the pie and leave the cabbage for the teacher, but the pupils, seeing the predicament that their teacher was in, hastened to make such ample donations from their own buckets and baskets that the lunch grew into bountiful proportions. How many midday meals the Superintendent ate by the school stove while he and the teacher discussed the affairs of the school and the neighborhood he could not calculate. He remembers that none lacked food and good cheer.



It was this charm and wit that prompted Eugene P. Bertin to reveal the regard in which Mr. Lose was held in a statement he made in the October, 1940 issue of the *Now and Then*.

Here was a man of perfect balance, whose interest and experiences embraced all mankind and the whole Kingdom of God. He lived the wholesome philosophy he preached. His wisdom attracted school men from the humblest to the highest who wore a beaten path to his door to seek his counsel . . .

An able administrator, an excellent scholar, and a friend to many teachers throughout the county, Mr. Lose was a strong factor in guiding the progress of the county's educational system.

Dr. J. George Becht served as county superintendent from 1893-1902. He prepared and put into effect a course of study for the ungraded schools of the county and introduced the school register so that accurate and important information concerning the students and their progress could be kept on file. He urged directors and teachers to take pride in their schools. Ten obsolete buildings were replaced, school grounds were beautified, classrooms were made attractive, and communi-



ties competed with one another in maintaining the finest schools. He also pioneered the development of the library for the rural schools, and in 1897 one-room schools had made a total purchase of 785 library books.

During the twenty years that G. Bruce Milnor served, standards for teacher certification were raised, and in 1910 the new state course of study was introduced in the county schools. Textbooks on agriculture were introduced in the elementary schools, and more than half the districts had regular classes in that subject. Professor C. C. Hart was employed by many of the districts to teach the muscular system of writing as interest in penmanship was increasing. Debating leagues were organized and a county contest in spelling created a great deal of competition among the schools. During Dr. Milnor's term, E. Lloyd Rogers took office as the first assistant county superintendent in 1915.

Sylvester B. Dunlap's term (1922-1936) marks the beginning of the consolidation of school districts: Muncy and Muncy Creek townships consolidated as did Montgomery Borough and Clinton Township. Most of the secondary school buildings throughout the county were built during the first part of Dunlap's administration because of the increasing demand for a high school education.

Frank H. Painter was the assistant superintendent under Mr. Dunlap and assumed the duties of the superintendency following Mr. Dunlap's death. Mr. Painter is primarily recognized for his emphasis on improved reading instruction through the use of institutes and workshops. He also worked for equalization of education for rural children.


Clarence H. McConnel served as assistant superintendent under Mr. Painter and became known throughout the county as a *teacher's friend*. As county superintendent (1947-1967) he continued to spend much of his time visiting schools to help teachers and students, alike. He formulated in 1947, the first county plan for the ultimate reorganization of school districts. This joining of districts within the county, ranging from three to fifteen in number, into a single administrative unit was a tremendous task which demanded extensive construction to house the increased enrollment. In 1952, Ralph C. Smith was appointed to replace Lawrence McKnight who had resigned as McConnel's assistant. His major responsibility was to assist in solving the problems of school district consolidation, which led to the closing of all one-room schools.

Since the inception of the act that established the office of the county superintendent in 1854, years of hard labor and diligence by successive superintendents had given direction and stabilization to the county's one-room school system. Once asked to improve the quality of teacher training, standardize materials throughout the county, institute reforms in teacher certification, and upgrade the general physical condition of the one-room schoolhouses, superintendents were now faced with the task of consolidating school districts and closing the many one-room buildings that they had visited and had administered during their terms in office. As always, prejudice

and distrust for new reforms made the job a difficult one, and many night meetings held in planning for school buildings and consolidation were often long and bitter struggles.

There was a great reluctance among directors to give up the one-room schools even though many of the buildings were dilapidated. A neat, attractive building and grounds had become a rarity, and the good teachers who had once performed a multitude of tasks during the school day were no longer available. Emergency-certified teachers filled the vacancies, and books and supplies were not being provided. Many of the following

factors contributed to the loss of good teachers in the rural one-room schools: 1) New graduates from the training centers were no longer trained to conduct this type of school and refused to accept positions in them. 2) Janitorial duties would no longer be assumed by teachers. 3) The cost, hazards in travel, and time consumed in getting to and from the school became a major factor. 4) The shortage of teachers constantly drained the rural schools of teachers. 5) The unwillingness of rural boards to match urban salaries automatically removed the best teach-



On one occasion when Superintendent Dunlap came to observe Gertrude Bitner at Ferguson School in Porter Township, the children were at work cleaning the schoolhouse. When he had completed his observation and was ready to leave, he looked high and low but was unable to find his overshoes which he had left at the door. One of the overly zealous cleaners confessed to having thrown them into the trash which was burned.



*June 25th 1853 . . . Resolved that each Sub Dist—boards it teacher amongst the schollars and that the people sending to school furnish the fuel in order to stretch the funds as far as possible.*

*Trout Run September 1st 1877 . . . A motion was made for each director having a school house in charge should attend to the needed repairs and have them done in due time as cheaply as possible. Carried unanimously.*

*Trout Run June 3rd 1878 . . . Resolved to hire good competent teachers as cheap as possible. The amount per month not to exceed thirty dollars (\$30) in any case.*

Excerpts from the Lewis Township School Board minutes



ers from these schools unless, by fortunate circumstances, the teacher lived in the immediate community. 6) Many times the lack of teaching materials and supplementary texts became an issue. In the several instances where only emergency-certified teachers could be obtained, their inadequacy became apparent through a testing program. The loss of population in many districts after the timber and coal were exhausted had resulted in the need for consolidation and the closing of many of the one-room schools even before the turn of the century.

Through an exhaustive system of school visitation, teacher rating, and aptitude exams, Ralph Smith found that the quality of education that rural children were receiving was grossly inadequate. Pressure from parents, teachers, and community leaders compelled action. The legislature

took corrective measures to alleviate the situation by forcing consolidation and imposing financial penalties for emergency-certified teachers. This reorganization of the school system was completed with the closing of the last two remaining one-room schools in Lycoming County in 1967. Shutting the doors on the Rose Valley and Beech Valley schools spelled progress in an educational sense, but to the devotees of the one-room schoolhouse it meant closing the doors on a part of the American heritage that could never be recaptured.



*Rose Valley School — Gamble Township*



*Beech Valley School — Gamble Township*

# ARCHITECTURE



Early schools were simple structures fashioned after the pioneers' own log homes. They were plain rectangular buildings. Their sides were round, hewn logs notched at the ends with the joints chinked and daubed.

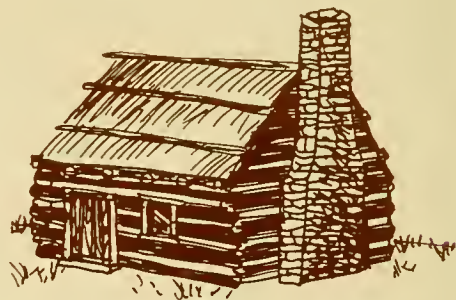
The inside of the building was often as primitive as the outside. The floors were puncheon, which meant that they were made of split logs that were placed with the flat side facing upward. The children were protected from the elements by a clap-board roof that was held down with long poles. A chimney that was built of stone when available, protruded from the roof, but more frequently it was constructed of a mixture of sticks and mud. This compound often produced an inefficient method of eliminating smoke that arose from the large, open fireplace situated at one end of the building. This fireplace was not only the sole source of heat, but it also provided the children with an alternate source of light. The only other source of light came from one opening cut in the side of the building that served as a window. Due to the scarcity and expense of real glass, this opening was usually covered with wax or greased paper.

Projecting from three of the walls were large planks of varying heights that served as desks. Some schools had boxlike desks with benches for the older students, while the little children were made to sit for long periods of time on a long slab of wood turned flat side up. The ends of this wood were drilled with an auger and stakes were driven into the holes to serve as legs. This type of bench construction left no back support for the smaller children, and they suffered numbness in their legs and feet from trying to sit erect all day. Most of these primitive buildings fell to decay and the early 1800's saw the beginning of more sophisticated school construction.

One popular design that surfaced during this period was the octagonal building generally known as the *eight square*. These eight-sided structures were built of sawed lumber with a shaved roof surmounted by a cupola. The numerous windows were covered with 8 by 10 inch bull's eye glass, and the pupils' benches were arranged inside in a circular manner facing these roughly covered openings. A popular myth had been circulated to explain the unique construction of these buildings. Apparently some early pioneers felt an eight-sided building would enable teachers and students to see hostile Indians coming from any direction much more easily. In reality, the structures were patterned after similar buildings seen in Scotland to utilize maximum natural lighting. Nine such schoolhouses could be found in Lycoming County, two of which were located in Montoursville. One, built of Shickellimy monument stone, was situated in the center of town, while the other was erected on Loyalsock Avenue.

The passage of the Free School Act in 1834 not only prompted a change in educational procedures but also prompted a more progressive attitude toward school architecture. As early as 1855, a man named Thomas H. Burrows published a book on Pennsylvania school architecture which outlined guidelines for the proper location and construction of common school houses.

For the first time, people were beginning to realize the importance of building a school in a proper location, one that was centralized and easily accessible to the students. Mr. Burrows felt that the lot on which a school was constructed should be nothing less than an acre and located away from marshy, damp areas where the children's health might be endangered. Locating a school near a tavern, store porch, or a bridge end where rough language might be overheard was considered a threat to the children's moral health, and these were strongly discouraged from being possible sites for schools.



In addition to the many restrictions on proper location sites, there were stiff specifications for construction. These prerequisites ranged from suitable ceiling height, which would allow the best ventilation, to the proper placement and size of the teacher's desk. It was thought each school should be constructed with a cellar because it rendered the floor drier and created a good place for storing wood for the stove. The requirements even included the direction that the students should face for adequate lighting and suggested that the front doors should be made extra wide for easy access in case of an emergency.





Although these guidelines were excellent in their depth of consideration for the students' well-being, they were merely suggestions and not mandatory requirements. Many townships, in order to cut costs, continued to erect schools in poor locations and with the cheapest materials. Some communities, however, derived great pleasure from presenting their children with a comfortable and pleasant-looking school building. Such was the case in Beech Grove when the school board directors voted to build a one-room school in 1876. Anthony Baumgartner, one of the school directors, offered an acre of his farm land for the school site.

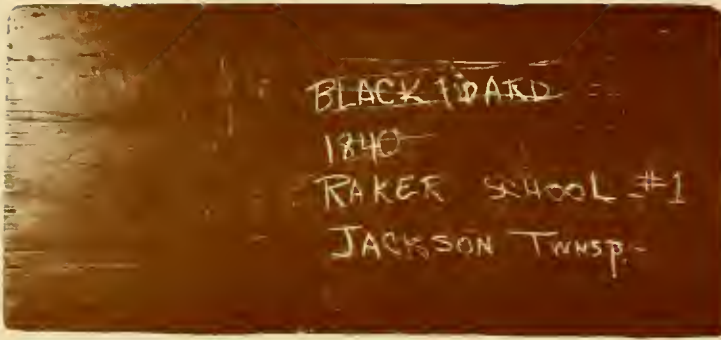
In the spring of that year the work was initiated. A dense growth of beech and maple trees covered the land so that the area settlers formed a logging bee and the clearing began. After many hours of heavy work, the area was cleared and was made suitable for a school yard. A stone mason with the help of volunteers laid the foundation. Money was scarce and taxes had to be kept to a minimum, which meant most of the work had to be done by the settlers. The tasks were divided; those men with oxen and horses hauled stone while others went to the sawmill for lumber.

The wood was cut at a local sawmill along Larry's Creek that was run by a water wheel with the use of a flutter wheel. The school building was of plank construction with the walls double planked. The planks and timbers were made of hemlock, while the floor was tongue and groove hardwood. The weather-boarded sides were painted red, and the front and only door was adorned with a porch preceded by two stone steps.

Three windows on each side provided adequate light, and the whole structure was topped with a wooden, shingled roof. Inside the front door, a large and spacious hall was illuminated by two windows. About head level, around the walls of this hall, were narrow boards with metal hooks to hang coats and hats. At the end of the hall were shelves for the dinner pails. A bench in front of a window supported the water pail, tin dipper, and basin. Two doors at the end of the hall gave entrance to the school room. The walls around the room were wainscoted from the floor to the bottom of the windows. At the front of the room, smooth, pine boards were painted black and fastened to the wall to serve as a blackboard. All the other walls were coated with hair plaster — plaster to which hair was added to give additional strength.

*Beech Grove School – Cogan House Township*





*Blackboard*



*The water crock pictured above was typical of those used to replace the traditional pail and dipper that were labeled unsanitary by the Board of Health.*

A platform extended the length of the blackboard and another short platform that adjoined it was the teacher's desk. A large box stove stood at the center of the room with the stovepipe extending from it to a chimney. This chimney was housed in a narrow and stoutly built cupboard within the partition which separated the school room from the hall. Cupboards held ink bottles and other objects used during the course of the day.

The school, built from the hard labor of the patrons it served, was a proud reminder of what those early settlers could accomplish with determination and a minimum of funds. Many of these people were still living in log homes, and this modern building was a source of pride for years.

Like Beech Grove, most of the schools constructed during this time were made of wood. Wood was the most available commodity and because of its availability was also the cheapest. Many of the schools were painted red or white, but some were left unpainted to be exposed to the graying effects of the weather.

Stone was a more durable material to use than wood but was not nearly as attainable. Where quarries and natural stone formations were prevalent in a township, stone was utilized because it could withstand more punishment from the elements.

*Salladasburg School – Mifflin Township*







*Laurel Ridge School – Washington Township, 1907*



*Mosquito Valley School – Armstrong Township*

Perhaps the most suitable material was brick because it was very durable, neat, and dry. As communities and settlements became more prosperous, there was more desire to build an attractive and lasting school. The Mosquito Valley School in Armstrong Township was a good example of brick construction. Nestled among rows of maple trees, it was located three miles upstream from the mouth of Mosquito Creek. This school was a one-story structure 27 feet by 30 feet in size. Rows of windows lined two sides of the building. A cupola with bell adorned the top of the school. Two stone steps led up to the front door. Inside was a vestibule with cloak rooms on either side — boys' on the right and girls' on the left. Rows of seats were bolted to the floor on either side of a center aisle. In the front of the room were two recitation benches and a teacher's desk on a platform. A blackboard took up the entire wall behind the teacher's desk, and a pot-bellied stove in the center of the room furnished the heat. The cloak rooms were well-equipped with hooks for the children's coats and hats, shelves for lunch boxes, and benches to sit on. Sometimes this area was used as a spot to rest and at other times it was employed as a means of discipline by segregation. There was also the traditional water pail and dipper for a refreshing break from the studies. This school remained in good repair until 1925 when it was forced to close due to lack of adequate population.

Because they were constructed with the best of materials and remained functional, many of the brick schools were purchased by individuals and converted into homes, shops, and even restaurants. Even some of the frame schools, through the efforts of responsible townships, have been kept in good repair, and now serve to improve a child's character through social activities like scouting, rather than the basics of the three R's. Though these one-room structures seem primitive in an architectural sense, lacking all the conveniences that we have come to expect today, they gave thousands of children who passed through their doors a most important legacy — a good, substantial education.



*At the Parson's Hill School in McNett Township a young scholar followed the tradition of "boys will be boys." He captured a frog one spring day and after due deliberation as to what to do with his victim placed it into the drinking-water bucket. He then innocently stepped back to observe the reactions of the first thirsty classmate to come along.*



Steam Mill School — Anthony Township, 1948-1949 — Mrs. Martha Boatman, teacher — Note the recitation bench

## THE OUTHOUSE



One important fact cannot be overlooked: the lavatory facilities were outhouses. Mary Braucht recalls that at a Nippenose Township School, pages from Sears & Roebuck catalogues were used for tissue paper. Sometimes a child spent more than the allotted time to tend to nature's urges as the catalog material proved very interesting reading.

Grace Delker Caldwell recalls a situation with her class when she taught in the Lower Pine Run School, Woodward Township, about 1926. She found the boys in her school were peeking through the slats of the girls' outhouse. Her solution: she divided the playground in two with a fence made of binder twine, keeping the boys on one side and the girls on the other.

At the Heilman School, the girls' outhouse was a farther distance than the boys'. During the snowy wintery months, many a girl would wait until the noon break when the teacher would be free to accompany her as she would make her way to the girls' room. Otherwise, she risked being bombarded by snowballs thrown by the boys who hid behind the enclosure of the boys' room.



Saturday Evening Sept 18th 1869

"H. H. Martin moved that a Com. be appointed to build two (2) frame Necessarys, 6x10 feet, for the accommodation of our Schools. Shingle Roofs, Rough boards and striped, Good tight floors, with holes on the side and across the end next to partition—the Houses being double, for a Girls & a Boys Apartment. The holes in ground to be full size of houses; and (8) Eight feet deep. walled with stone. one foot thick. The doors to be plained. and have locks and Key. and a Blind on Each apartment. The above specification was adopted . . . Committee to get said Houses built, with the least delay practicable . . ."

Excerpt from the Porter Township School Board Minutes



## THE STOVE



During the crisp, winter months of the school year, today's student is kept warm by a heating system so advanced that merely adjusting a dial can maintain a comfortable environment for learning. Such was not the case in the one-room schoolhouse, where the manner of warmth was determined by the teacher's diligence in fueling the fire and the efficiency of the heating unit of the era — the pot-bellied stove.

The pot-belly baseburner, invented in the 1830's, would have seemed a luxury to the early settlers. The log dwellings that served their educational needs depended on a heating method much less refined. An open fireplace, usually located at one end of the building, provided these pioneer children with their sole source of heat and light. Daily, loads of logs were dragged by horseback to the back of the structure, and the teacher was required to feed the logs constantly to the fire. Gradually, these fireplaces were replaced by the ten-plate stove invented by Benjamin Franklin. It was a cast-iron enclosure that fitted into a fireplace, and the three sides that extended into the room gave off heat. Although this method was an improvement over the open fireplace, it still was an inefficient means of maintaining any degree of warmth throughout the room.

In the middle of the nineteenth century, the pot-belly baseburner or stove was introduced as the newest heating method. In most one-room schools it was placed in the middle of the room to afford as many students as possible the benefits of its heat. The teacher was expected to start the fire each morning and maintain it during the day. In most cases the stove was fueled by coal which had to be carried in from outside or hauled up from the basement below. It was difficult work and certainly an unpleasant aspect of those early teaching careers.

Although the pot-bellied stove had its drawbacks as a heating method, it often created an atmosphere and provided experiences for those early students and teachers that could never have occurred with a more advanced system. Who could forget the pungent odor of woolen socks and



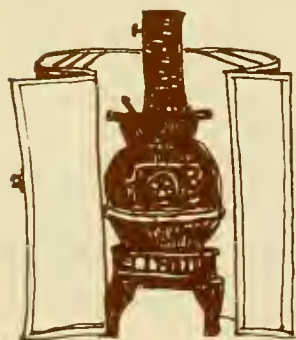
*Marion Clark, teacher — Mifflin Township*

mittens caked with snow from the long walk to school and hung near the stove to dry? Or the pleasant aroma of chestnuts being toasted as a special snack on a brisk winter day? In at least one instance an innovative teacher used the stove to prepare hot lunches for her class of twenty, and in some cases it was the children's first introduction to macaroni and cheese. Some students fondly recalled bringing sugar to school and stirring up a concoction over the stove that was soon to become pink fudge, a delicacy enjoyed by pupils and teacher alike.

As money became more easily accessible and a greater number of two-room structures were erected, there developed a need for a better heating system. The hot air furnace was utilized as an alternative and gradually began to replace the pot-bellied stove. The new method proved to be a better source of heat and required much less maintenance, but its installation did more than replace an outdated heating unit. It destroyed an atmosphere of warmth, unity, sharing, and learning that could only have been achieved around the old pot-bellied stove.



*Rose Valley School — Gamble Township — The mittens drying on a floor register instead of a pot-belly stove subtly announce the intrusion of "progress" into the simplistic life style of the one-room school.*



*Visualize the Lower Pine Run School in Woodward Township in the early 1900's with a coal-fired, pot-bellied stove. Grace Delker Caldwell had never before seen such a stove. Consequently, when she built her first fire she never thought to open the vents to release the exhaust gases. Just imagine the shock of the whole class when the accumulated coal gas exploded sending the stove lid flying.*



# THE SCHOOL BELL



Upon the first attempts at formalized education, the school bell became an integral part of the pupils' lives. Its resounding ring welcomed them to the beginning of a new day, and its familiar clang summoned them back to class from a relaxing lunch or a vigorous session of play. Once inside, the tapping of a small bell was used to signal the end of one class and the beginning of another.

The size and quality of these bells were largely determined by their function and affordability. The least expensive was the small hand bell on the teacher's desk. A book of specifications published for Pennsylvania school directors recommended that every teacher have a hand bell at his disposal and that 25 cents would be sufficient to cover its cost.

Most teachers used this type of bell to distinguish one class session from another, but one teacher employed it more frequently as a method of issuing commands. This teacher would ring the bell and point to a letter on the blackboard, which symbolized three different directions — *rise*, *march*, and *be seated*. The bell was used in this manner throughout the day, adding a touch of precision to the task of summoning children to the recitation bench.

As well as ushering classes back and forth to the front of the room, the hand bell's ring served to interrupt the talkative and bring the daydreamer back to his studies. It was the teacher's ally in maintaining classroom control and gaining attention without the use of a raised voice.

A larger and heavier hand bell, fashioned after its 25 cent prototype, was used to call children in from outside. This bell was more expensive than the smaller model, but the bigger size rang louder, making it more audible to those children who had strayed any distance from the schoolhouse. Though a serviceable tool for outside use, the large hand bell had its limitations. Any student traveling to school or playing at the far corners of the school's boundaries had difficulty hearing the bell's peal, thus increasing his chance of tardiness.

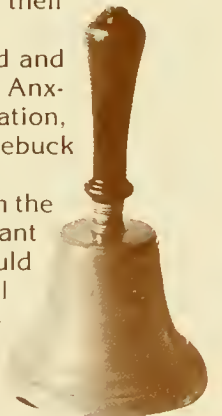
It was necessary, therefore, to institute a more efficient method of calling class back into session — one that required such a large bell that it would be impossible to hold or to carry. These large bells necessitated the use of belfries that were then erected on the schools' rooftops. In some cases prudent school directors had the bells and belfries installed while the buildings were being constructed, but not all townships could afford more than the bare essentials, and the bell was seen as supplemental equipment that could be acquired later.

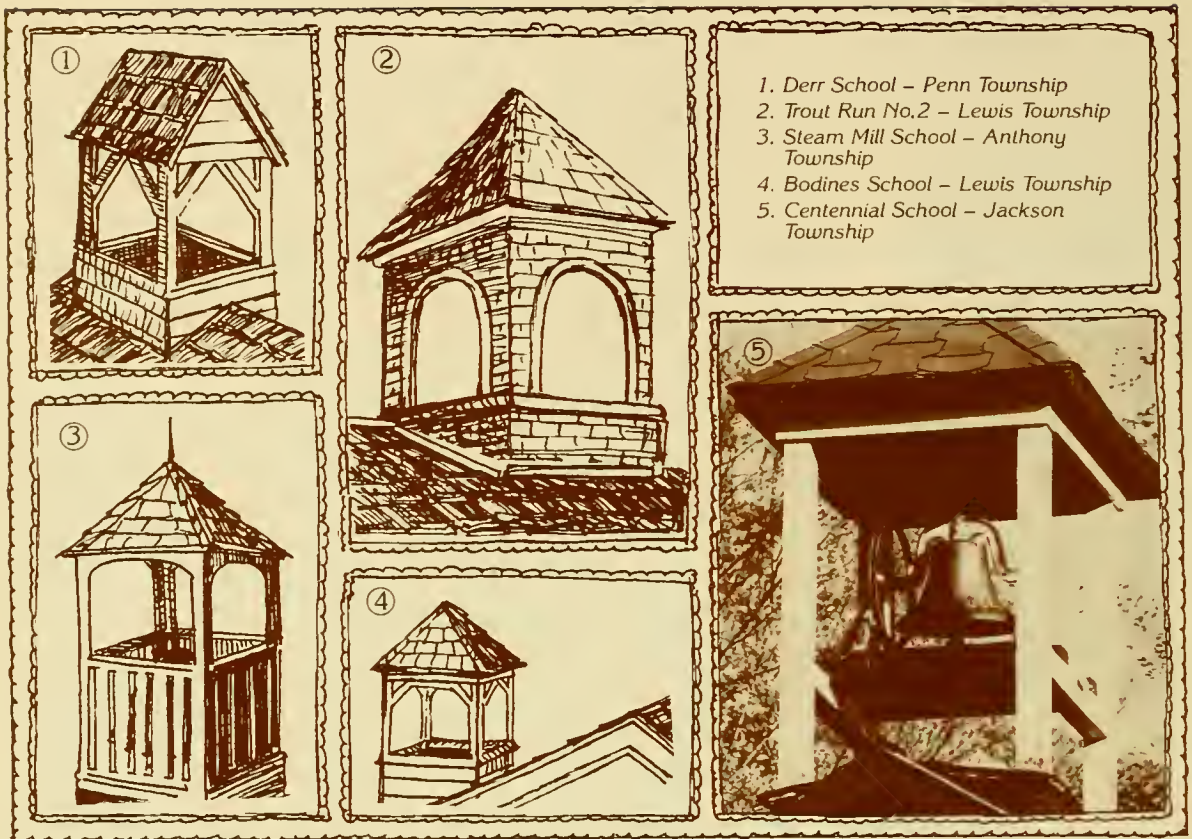
Those schools that did not have the advantage of the built-in bell system had to rely on ingenious methods for raising the necessary funds to buy one. One of the most popular ways of raising money was the *box social*, a type of auction sale. Students and participants prepared lunches and wrapped them in decorative boxes. Each box was auctioned off to the highest bidder, who sat down to enjoy its contents with the person who had prepared it. It was an effective and popular way of making money and a good way of getting people acquainted.

It was just such an event that enabled Mrs. Grace Confer and her students to purchase a bell for their schoolhouse in Wolf Township. About 1904, Mrs. Confer, who was Grace Eves at the time, was teaching at the Villa Grove School. She and her students decided that their school needed an outside bell so they arranged several box socials.

After raising the fifty dollars necessary to purchase the bell, they selected and promptly ordered one from the Sears and Roebuck Company in Philadelphia. Anxiously, Mrs. Confer awaited the arrival of the treasured purchase at the train station, only to be told by the train master that anything purchased from Sears and Roebuck wouldn't last long. His warning was unheeded and proved to be incorrect.

Once the bell was installed by the students and parents, it proudly hung from the school's belfry for nearly sixty years. Despite the ravages of time and constant use, it performed its daily duty well and was worth the initial investment. It could have hung another sixty years had it not met a fate common to many school bells throughout the county — it was stolen. Outliving their usefulness as ringing reminders that classes would soon begin, many bells have been stripped unceremoniously from their resting places above the schools and have become sought-after antiques.





Once a school had purchased a bell, ringing the instrument became a privilege sought by many pupils. After the bell had been installed at Villa Grove, Mrs. Confer initiated it by pulling its rope several times. Most of her students were amused at her red face, for the harder she pulled the redder she became. For that reason the responsibility for pulling the bell's rope was usually delegated to some of the stronger boys.

Mr. Arthur Ulmer from the State Road School recalls one such student who loved to ring the bell with such intensity that it would make a complete revolution. On one occasion this game of strength nearly proved fatal, for the boy tugged the rope so hard that the bell came loose, crashing to the trap door below. Luckily, the bell's clapper was the only part that could fit through the opening in the trap door, leaving the remaining bell wedged precariously above.

Most teachers, extremely conscious of the exactness of time, had the bells rung daily at the same hours. The early morning bell warned the children that school was about to start, the mid-morning and mid-afternoon ringing beckoned them back to class from play, and the noon bell signaled an end to the hour recess for lunch. On one occasion, however, Mr. John Clendenin, a former teacher at the Chestnut Grove School in Gamble Township, did not stick to his appointed schedule. In winter the children and he enjoyed skiing in the snow during lunch hour. One particular day they were enjoying themselves so much that they decided not to ring the bell that day for fear the neighbors would realize that he did not have the students back to school on time.

Except for the bells that have been taken for their antique value, some can be seen within their original cupolas atop the remaining schools in the county. Like the many styles of architecture seen in the school buildings themselves, the bells and belfries were just as varied and unique. They were not only functional but ornamental as well.

In at least one case, there is a school bell that is not just a sedentary decoration but it continues to ring — this time in another country and in another capacity. The bell of Parson's Hill School in McNett Township was put to use high atop a mission along the Amazon River. A former student of the school had requested that it be transferred to his mission. It now occupies a celebrated place among new people and in a new environment. This sentimentality signifies a closeness that many people who taught or attended a one-room school felt toward the school bell.



# SCHOOL DAYS – TEACHER RECOLLECTIONS



A.M. Weaver, teacher — Hepburnville School — Hepburn Township, 1896-1897. Mr. Weaver later became principal of Williamsport High School and still later, superintendent of the Williamsport schools.

Since there were few requirements for becoming a teacher, many early mentors (with some notable exceptions) were people who knew the basics of reading, writing, and arithmetic. In the early 1800's teaching was made more difficult by the fact that each student had to furnish his own books and almost every pupil had a different book.

In the early nineteenth century, teaching was considered to be only a man's job. A primary reason for this was that discipline was to be maintained only by the rod, and strength was needed to handle the older boys. Often a teacher was judged mainly by his ability to maintain discipline; as women came into the field, this was a very important attribute since some of the male students were not only bigger but also older than the female teachers.

A testing ground for a new teacher was Buckhorn School in Cogan House Township. It had an enrollment of ninety students; if a teacher could handle this situation, other less crowded one-room schools would be no problem. Again, with discipline being of primary importance, the male candidate usually won the job over the female.

It was not until World War I that female teachers really had a chance. For example, Dora Gamble, a high school graduate, took the test given to graduates of the Normal School, the teachers' training school. She passed the test and was hired to teach at Eck School in Limestone Township. Then men returned from the war, and once again it became difficult for a woman to find a job teaching. A woman who married promptly lost her position, and married women were not even considered.

This attitude regarding the hiring of women teachers lasted until the outbreak of World War II when women again were needed to take the places of men. During the 1930's, however, there were more teachers than teaching positions. Competition for jobs was fierce with a man often given preference over a woman because he was the head of the household even though the female candidate may have been the breadwinner for elderly parents. The Tenure Act of 1937 helped to end such discrimination.

As the years passed, more and more educational requirements were demanded of teachers, both male and female. Those who had filled in on an emergency basis during the war years of 1916-1918 found that in order to retain or to attain teaching jobs attendance at formal teaching schools was necessary.

Muncy Normal School trained many for teaching from 1877 to 1927. Training sessions lasted for twelve weeks. This made it possible for a high school graduate to attend the summer session at Muncy Normal School and be qualified to teach in the fall at the age of eighteen and sometimes even seventeen. Other schools also held training sessions throughout the year so that teachers could acquire the necessary credits. Mansfield, Lock Haven, and Bloomsburg Normal Schools (later to be known as state teachers schools and today as state colleges) and Bucknell and The Pennsylvania State universities all held extension courses.

The first certification was provisional, and additional formal training and experience were necessary to acquire permanent certification. Requirements for certification continued to grow through the years. Even with proper certification teaching jobs were difficult to acquire, and it was not uncommon for a teacher to have to return a percentage of his salary to the directors in order to secure a position.

Ruby Eckert recalls having to visit each school director of the township where she was applying for a position. If a specific director was not seen, he might feel neglected and that might reduce the chances for the job. A director might quiz a prospective teacher. For example he might ask what states surround the state of Arizona.

The ability to do mental arithmetic often was a prerequisite. One schoolboard tested a teacher's math ability by posing certain problems. Often a director offered his own perplexing problem.

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*Saturday Evening, Sep. 25th, 1869 . . . On Motion of C.H. Nollie sec<sup>d</sup>. by Mr. Ferguson the Secty was instructed to advertise in our two papers three (3) times for a teacher for School No. 1. Males having the preference.*  
 Excerpt from the Porter Township School Board Minutes





Top: Muncy Normal School class of 1889. Above: W.W. Champion later became a Montoursville lawyer.

Gertrude Bitner had wanted to teach at a school in Nippenose Township. Because she was afraid to go to the school board director's house, her mother went with her. It was Saturday night, and they heard voices as they knocked on the director's door. No one answered. Her mother shoved her in through the door. She landed in the kitchen where the director was taking a bath while his children were next in line for a bath. Screaming because of Gertrude's surprise entrance, the wife poured hot water down the director's back. Gertrude backed out only to be shoved in again by her mother. When she backed out the second time, she stepped aside so her mother could see. That was not to be the year that Gertrude Bitner would teach in Nippenose Township.

Those who had endured the interview previously would tip off the new teacher to the problem and its answer. Given dimensions, teachers were asked the following typical questions: How many perch to build a wall? How much wallpaper is needed for a room? How many shingles would one need to roof a house? and How many gallons would a water tank hold?

The ability to discipline was just as important as knowledge. According to Mrs. Hazel Entz, who began her teaching experiences in 1925 at Center School in Muncy Township, "It definitely was a teacher's business to keep a good school discipline-wise; if you didn't, you couldn't get the job."

In 1926, Mrs. Entz was hired to teach at the Farragut School in Upper Fairfield Township. This school had not had a teacher who could keep discipline for quite some time. She recalled her experience: "I was told I'd have to take care of it right away — at the beginning. I had two boys the second day of school that I had to paddle, so that sort of straightened things out for a spell."

She continued saying, "If children got into trouble, parents didn't take their part. It was never the teacher's fault."

Getting the job and keeping discipline were not the only problems of teaching. Few one-room schools had wells or pumps so water was usually carried by pails to the school from a nearby stream or neighboring farm. According to Mrs. Grace Kohler, who began her teaching career at the Fairview School, Franklin Township, in 1918, lack of water presented difficulties. "In the fall and spring, when the children got thirsty, it was a major problem. Even washing hands was almost out of the question."

Bastress Sept. 13<sup>th</sup> 1901

75

### Contract with Teacher

It is agreed by and between Miss Ellen Mansray and Board of Bastress School District that the said Teacher made the Supervision and Exclusive direction of said board to teach in Bastress School House for the term of Seven month at a compensation of \$ 35.00 per month to be paid monthly reserving the right to the board for the time being to dismiss said Teacher for a reasonable cause.

It is further agreed that said Teacher has to teach 20 days for one month 5 days for one week 6 hours for one day also said Teacher to stay at least half an hour at noon also keep the book of monthly report and Text book Records and return the same at the end of term in good order

It is also agreed that said Teacher is to make the fire and sweep the floor regular in the said house during term by the said Teacher the board to furnish the fuel Broom and brushes therefore

In Witness thereof the said parties set there hand and Seal this 14<sup>th</sup> day of Sept.  
1901

Ella S. Mansray.

Joseph R. Webb Pres.

Peter Heutschle Sec.



Often a teacher, in addition to many other roles, had to serve as school nurse and dietician. Mrs. Gertrude Bitner, teacher at Ferguson School in Porter Township, had one family of children who became nauseous after every lunch. An investigation showed that the children carried lard sandwiches for their daily lunch. Mrs. Bitner solved the problem by cooking a kettle of stew on the schoolhouse stove each morning to supply the children with a warm noontime meal.

Getting to school was no easy matter either. J.N. Reynolds, a teacher at Okome School in McHenry Township in 1923 to 1928, rode a horse or a bike to school and slept at the school on an army cot during the week. Dora Gamble recalls riding the milk truck to school in the morning and walking home every day, a distance of four miles. Often on the way home the older boys would tell of wild cats in the vicinity in an attempt to frighten her.

Many teachers would board for the week at a home near the school. In succeeding years, many tried to get jobs closer to their homes by frequently changing from one school to a closer one. Mrs. Entz recalls moving from the Center School in Muncy Township (1925-26), to the Farragut School in Upper Fairfield Township (1926-27), and then to Halls Station (1927-28) in an effort to be closer to Montoursville and for easier transportation. When she taught at Center School, she'd ride the milk train to Pennsdale and would board at a nearby home.

Mrs. Entz remembers that:

In the winter time you just didn't go all the way home — you stayed there. I had so far to walk, a big horse would have to break trail. I shoveled my way into the school and if it snowed all day, I had to shovel my way out.

Mrs. Earl Stroble, a student of Elsie Snyder Chapman at Heilman School, recalls being marooned by a March blizzard when both students and teacher stayed overnight at two adjacent farmhouses.

If getting to and from school was sometimes difficult, so was the school day itself. Before the school bell rang to begin the day, the teacher had many duties to perform. A fire had to be made and the room had to be dusted and swept. In the cold of winter, it was often necessary to start the fire Sunday night in preparation for Monday morning. Teachers were expected to do all the janitorial duties which included keeping the building and the outside toilets clean. If the teacher was well-liked, these tasks were performed by the pupils. Some teachers hired students to start the fire.

The chores, of course, were only a part of the job; the classroom experience itself presented a great challenge since the students were of different ages and abilities. Teachers had to help tardy pupils catch up, for it was not uncommon for them to miss the beginning of class because of the distances and terrain pupils had to travel to reach the school.

The youngest children were the first to receive the teacher's attention. In chart class they practiced making letters from soft leather stencils. The day was divided into fifteen to twenty minute instruction periods, and the students were divided according to reading ability for instruction at the recitation bench. Those students not involved in recitation worked on their other assignments.

A common practice was for fifth grade subjects to be taught one calendar year and sixth grade subjects the following year. For example, geography of the United States was a fifth grade subject. It was not uncommon for a student to go from fourth to sixth grade, skipping fifth. These students would listen to the recitation of the fifth grade students and accumulate sufficient knowledge to master the subjects being taught.

Another practice was to combine fifth and sixth grades and seventh and eighth grades. Teachers usually concentrated on the youngest students and on the eighth grade pupils who were about to take the Common School Diploma Examination. This test was prepared by the County Superintendent's Office and was given by a teacher from another school. This was to prevent the home teachers from offering help.

Studies included geography, grammar and writing, physiology (health — once a week), mathematics, reading, art and music. The spelling bee, popular with students, was a frequent occurrence. Writing or penmanship, instructed from the third to the eighth grades, was taught to all pupils at the same time. Learning and memorizing poetry, as well as other important writings, was emphasized, and the student was made to recite to the entire school the passages that he had memorized.

Report cards were issued monthly with grades being given in percentages. At the close of the year there were pass/fail grades. It was the custom for a souvenir or reward of merit card to be presented to each student. This decorative card was inscribed with the name of the school, a list of scholars, members of the school board, and the teacher's name. Quotations, poems, and artwork framed these momentos.





Mrs. Esther Grimes works with her pupils at the recitation bench in the Rose Valley School, Gamble Township.

Penn Township and then in 1923 at Steck School in Wolf Township. She stayed in Wolf Township for eight years until losing her job to a man. Mrs. Kohler returned to teaching in 1941 at Newman School.

The monetary compensation these teachers received was in no way a reflection of the great services they performed. At the turn of the century in Plunketts Creek Township, male teachers received thirty-five dollars per month and female teachers were paid twenty-four dollars and sixty-six cents. The following are approximate salaries paid in Lycoming County per month:

1898.....	\$40-50	1932 .....	\$86
1918-19.....	\$45	1946-47 ....	\$140
1923-25.....	\$55-75	1950-51 ....	\$235-250
1926.....	\$100		

Teachers required a wide range of skills. At times these early educators were even asked to utilize secretarial training in completing questionnaires. Used in Armstrong Township from 1888 to 1896, the following questionnaire had to be filled in by the teacher at the close of the term and returned to the District Superintendent:

Number of visits by Directors?

Number of visits by Patrons?

What special exercises did you have?

Did you teach diacritical marks?

Drawing?

Singing?

Number of cases of corporal punishment?

Number of pupils physically able, not taking up all branches?

State any difficult cases of government that came up.

State any hindrance to the progress of the school.

Ask any questions about methods or management that you wish to have answered.

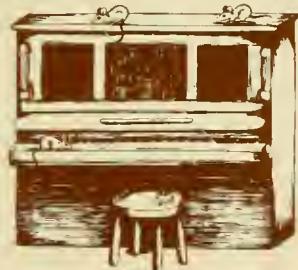
Number of classes on your daily program?

Did you have any pupils that ought not to have been in school?

State condition of the schoolhouse and the grounds.

Indeed, the teacher in the one-room school held a position of honor and respect as well as one of varied and heavy responsibilities.

Mrs. Martha Boatman recalls one of the "dangers" of teaching in the crudely built one-room school. As she was diligently playing the piano for her class one day, laughter and shrieks suddenly filled the room. Looking around for the problem, she saw the intruder: a mouse had come out from the inside of the piano.



Most of the teachers gave generously of their time and money. One teacher, Mrs. Grace Kohler, relates that during the course of her career she purchased three organs to aid her in teaching music.

I liked music and so I bought three organs. Probably didn't pay more than two or three dollars for the first two, but later on I paid between ten and fifteen dollars for the third.

These figures may seem to represent quite a bargain, but they must be put into the context of her salary, which, at the beginning of her teaching life, was forty-five dollars per month.

In fact, after Mrs. Kohler had taught at Fairview School, Franklin Township from 1918 to 1919, she then worked at Lycoming Motors in Williamsport in order to earn more money (seventy-five dollars per month). She returned to teaching in 1922 in

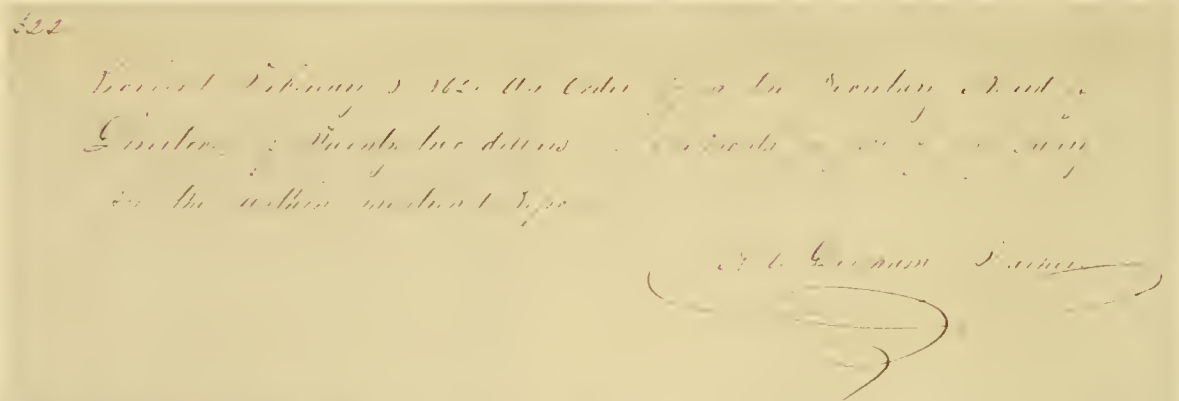


Yorktown School - McNett Township - Mary Lamonte, teacher - 1910.



P.T.A. Jersey Mills — 1919

The first teachers' association was started by the teachers in Muncy Borough and Muncy Creek Township on Nov. 11, 1862.



This receipt is part of the monthly report submitted by a teacher from the Bobst Mountain School to the Lewis Township School Board.



Klump School teachers — Hepburn Township

Dear teacher you spoke  
of our writing books the  
other day about being dirty and  
blotted and about getting my  
ugly nose and teacher if you  
promise us to be our teacher  
again next winter we will  
try and keep our writing books  
as neat and clean as we can  
and we will also learn to read  
and make better than this  
number

A note to a teacher — c.1862



# SCHOOL DAYS

## STUDENT RECOLLECTIONS



Just as the physical environment of the one-room schools was a stark contrast to the physically complex schools of today, so also did the school life of the student of the past differ from that of the student of today. The writings of Virdie S. Houser from which the following description was obtained, poignantly illustrate the realities of school life in *the good old days*.

Each school was attended by pupils ranging in ages from six to sixteen. Every morning our teacher led us in devotions. (Special editions of Bibles were published for teachers.) This consisted of scripture reading, the Lord's Prayer, and the singing of three songs. A few teachers also led calisthenics.

One teacher was in charge of the entire school and taught all grades.

The grading was not done numerically but in the following manner:

Chart Class . . . . .	equivalent to 1st grade	Fourth Reader Class .	equivalent to 5th grade
First Reader Class . . .	equivalent to 2nd grade	C. Class . . . . .	equivalent to 6th grade
Second Reader Class.	equivalent to 3rd grade	B. Class . . . . .	equivalent to 7th grade
Third Reader Class . . .	equivalent to 4th grade	A. Class . . . . .	equivalent to 8th grade

After completing the requirements of the "A. Class," a student did not automatically receive a diploma. The passing of a comprehensive examination was required for a Common School Diploma.

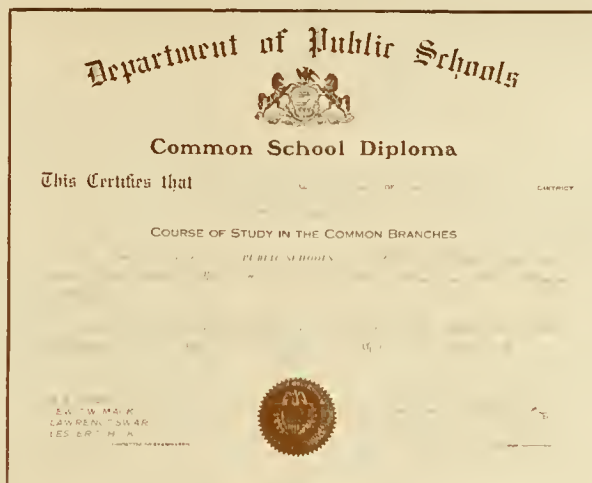
Each class session was fifteen minutes in length and took place in the presence of all the pupils. If we were so inclined, we were privileged to learn far in advance of our status.

Visiting school was a common practice or pastime. I noted from one report book dated 1891 that as many as twenty visitors were listed some months. I also observed that a single male teacher received the most female visitors, and the single female teacher attracted the most male visitors.

During my years spent in the one-room school, I remember Friday was the most popular day for school visiting. We usually deviated from our routine after the afternoon recess on the last day of the school week and were allowed to have a *Spelling Bee* or *Question Box*. The latter was my favorite. Each student was allowed to write a question on a slip of paper, designate the pupil to whom the question was directed, then place the paper in a box. The teacher then drew the papers from the box and read the question to the person whose name appeared on it. Sometimes questions were directed to the visitors. One's popularity or standing in the school was ascertained by the number of questions asked of him or her.

Nearly every pupil carried his lunch in a tin pail (usually the type that had originally contained *Blue Penn* or *Fleishman's* chewing tobacco). The more affluent pupils carried a second smaller bucket containing cocoa. This was placed on top of the box stove and heated to supply a warm drink at noon. Sometimes the bread and jelly sandwiches were partially frozen from having been carried two or more miles in below zero weather and then from sitting on a bench in the rear of the building where the temperature seldom registered above 40°.

The memories of lunch time on a winter day in a one-room school bring me mixed emotions. We were





# COMMON SCHOOL TEST — 1917

## FORENOON WORK

### ARITHMETIC

1. How many  $\frac{1}{4}$  pound boxes can be filled from a 25 pound box of candy after 31 one-half pound boxes have been filled from the same box?
2. Find the cost of digging a cellar 38 ft. long, 30 ft. wide and  $7\frac{1}{2}$  ft. deep at 45¢ a cubic yard.
3. What will be cost of lining the sides and bottom of a tank 8 ft., 8 inches long, 4 ft. wide and 5 ft. deep, with zinc weighing  $\frac{1}{2}$  pound to the sq. ft., at 12¢ a pound?
4. Find the bank discount and the proceeds of 93 day note for \$125, the interest rate being 6%.
5. A certain firm has  $\frac{1}{4}$  its capital invested in goods,  $\frac{2}{3}$  of the remainder in land and the remainder, \$1,224, in cash. What is the capital of the firm.
6. If I give a note for \$450, April 20, 1921 and pay it off Nov. 8, of the same year, how much do I pay in settlement if the rate of interest is 5%?
7. What is the distance between the opposite corners of a rectangular field 400 rods long and  $\frac{3}{4}$  as wide?
8. Mr. B. has \$3600 in a bank, drawing interest at 3%. If he withdraws this money from the bank and invests it in U. S. bonds at 120, paying  $3\frac{1}{2}\%$  will he gain or lose and how much on the annual income?
9. Find the selling price of goods listed at \$750 with discounts of  $33\frac{1}{3}\%$  and 10%, sold at a profit of 20%.
10. A commission merchant disposed of 1,600 pounds of live chickens at 28¢ a pound and received \$17.92 for his commission. Find the rate of commission.

### PHYSIOLOGY

1. Name four important organs of digestion.
2. What are some common causes of colds? What are some preventive measures?
3. Define the following terms: Larynx, Retina, Cataract, Adenoids, Bacteria.
4. Briefly describe the structure of the eye. Give suggestions concerning the proper care of the eyes.
5. Of what use are the following organs: Heart? Liver? Kidneys? Spinal Cord? Lymphatic Glands?
6. Name three contagious diseases common among school pupils. How may their spread be prevented?
7. What change takes place in the blood during its passage through the lungs? Will the quality of air breathed effect the purity of the blood? Explain your answer.
8. Tell of the beneficial results of regular, systematic exercise on the muscles, lungs, circulation.

### READING

Use selections suitable for an advanced reading class. Question as to meaning of words, diacritical marks and central thought. Test pupils on the following memory selections: Gettysburg Speech, Breathes there a Man, Little by Little, Nobility, Plant a Tree, The Builders, Salute to the Trees.

### WRITING

Pupils should write the large and small letters and the following stanza, to be placed on the board:

Thanks, thanks to thee my worthy friend  
For the lesson thou hast taught!  
Thus at the flaming forge of life  
Our fortunes must be wrought;  
Thus on its sounding anvil shaped  
Each burning deed and thought!

## AFTERNOON WORK

### GRAMMAR

Use letters in answers as indicated

1. **They** conquer who believe they can.
2. He is not worthy of the honey comb **who** shuns the hive because the bees have stings.
3. Slow are the **steps** of freedom but her feet turn never backward.
4. With every puff of the wind the fire leaped upward from the hearth, laughing and rejoicing at the **shrieks** of the wintry storm.
  1. Diagram the selections.
  2. Classify each of the above selections as simple, complex or compound.
  3. Select two subordinate clauses and state whether they are adjective or adverbial.
  4. Give the part of speech of the words in heavy type, also the case and reason for the case.
  5. Give the number, mode and tense of: a—conquer. b—shuns. c—turn. d—leaped.
  6. Write the possessive forms of: a—lady. b—ladies. c—son-in-law. d—child. e—children.
  7. Select the correct word in the following:
    - 1—He had gone, went home.
    - 2—Each day bring, brings its work.
    - 3—Every one of you have, has the same answer.
    - 4—The number of pupils absent were, was very small.
    - 5—Neither of the letters was, were received.
  8. Write a letter of application for a position.

### GEOGRAPHY—(Use letters as indicated.)

1. Make a drawing that shows the names and location of the five zones together with the four circles that divide them.
2. Define: a—rotation.. b—longitude. c—equator. d—divide. e—pampas.
3. Name seven important industries in the United States. Name a state where each of the following is produced: a—cotton. c—corn. c—wheat. d—tobacco. e—oranges.
4. a—name three leading countries of South America. b—three chief rivers.
5. Name five European countries engaged in war with the capital of each.
6. To what countries do the following belong: a—Canada. b—Hawaiian Islands. c—Philippine Islands. d—Alaska.
7. What are the following and where located: a—Rhine b—Liverpool. c—Madagascar. d—Melbourne.
8. Name an important occupation of: a—India. b—Australia. c—Norway. d—Italy. e—china.

### HISTORY—(Use letters as indicated.)

1. Name the important event connected with each of the following men: a—Columbus. b—Magellan. c—DeSoto. d—Champlain. e—Balboa. f—Henry Hundson. g—Ponce de Leon.
2. When and where was each of the following colonies settled: a—Virginia. b—Massachusetts. c—Pennsylvania. d—Georgia.
3. a—what was the cause of the French and Indian War?
4. Name a battle fought in Pennsylvania in this war.
5. a—give two causes of the Revolutionary War. b—two important battles. c—two important generals.
6. Name the important event connected with each of the following dates: a—1620. b—1776. c—1787. d—1803 e—1812.
7. Why is each of the following mentioned in American history: a—Robt. E. Lee. b—Benjamin Franklin. b—John Paul Jones. c—Samuel F. B. Morse. d—Mrs. Harriet Beecher Stowe.
8. Give two causes of the Civil War. Name a decisive battle of this war together with the Union general in command.
9. Name two important acquisitions of territory to the United States and state how acquired.

Eagles soar to dizzy heights. 6  
 Eagles soar to dizzy heights. 6  
 Eagles soar to dizzy heights. 6  
 Eagles soar to dizzy heights. 6

*This is a sample from Edward Hornberger's 1898 copybook. The first line illustrates Barnes's National Vertical Penmanship. Below this sample line the student practiced his handwriting.*

seated around the red-hot box stove, heat emanating like an inferno, our faces red from the heat, but chills running up and down our spines. We all sported wet feet and legs from having waded through snow. Opening the lunch brought pleasant aromas, but this was obliterated by the stench of unchanged hose and long underwear. Daily bathing and changing clothes were not practiced sixty years ago — not even by the most fastidious. The proximity of the pupils seated on the bench didn't enhance conditions.

During the winter months, the roads were not plowed as they are today. Each family *broke* its own road or path through the snow. The school teacher was no exception. After wading thigh-deep in the snow to the building, he/she had to start the fire, shovel the paths, and fill the drinking water jug from a nearby spring. It was not uncommon for the teachers to walk a mile or two to their school. On extremely cold, windy days, the pupils were allowed to sit near the box stove to keep warm. This arrangement was achieved by using benches or by placing two blocks of wood on end and then placing a plank on them. Safety laws were unheard of; liability suits were not in existence — the only worry was to keep warm.

Minor jobs such as replacing broken window panes, cleaning the stove pipe, or repairing books were all considered duties of the school teacher. A supply of window panes was kept in a cabinet in the back of the schoolroom. Whenever a glass was broken, the person who broke it was asked to pay twelve cents to cover the purchase price of the pane, and the teacher or older pupils were in charge of replacing it. Often such tasks were relegated to the most diligent pupils who were allowed to do the work during school hours.

I vividly recall a schoolmate and I being so favored. Our teacher assigned or rather *allowed* (it was indeed a unique experience) my friend and I to replace the panes in a sash on the south side of the building. These panes had been broken by several boys who were playing ball. We were equipped with shoe brads and some putty and soon had the job done. Using kerosene to remove the putty from our hands gave us an idea: If we smeared the window panes, the teacher would allow us to wash the complete window and we would be able to spend more time outside the schoolroom.



*Pleasant Green School — Washington Township, c.1916*

We smeared the panes with our messy hands, went to Loyalsock Creek where we used kerosene and soap to clean our hands, and then replaced the window sash in the window. The sun was shining brightly through the window and what a horrid mess it produced. Every smudge, fingermark and streak were in evidence. Were it to have happened today, it might have been classified as an abstract painting.

We nonchalantly took our places in class. A knock was heard at the door and upon opening it, our



This information is from a schoolhouse clock which, purchased in 1905, hung in the Klump School until about 1932. Attached to the back of this Waterbury clock is a list of names and their contributions toward the purchase of the clock.

Nathan Waltz .....	25¢	W. J. Entz .....	25¢
Abe Bidelspacher.....	25¢	C. C. Heim.....	25¢
David C. Ulmer.....	25¢	Mrs. Rosannah Heim.....	35¢
Sarah Burr.....	25¢	John F. Shafer.....	25¢
Edward Kiess .....	25¢	W. F. Shafer.....	25¢
Hiram Heim.....	15¢	J. B. Shafer.....	25¢
Gottlieb Heim .....	50¢	C. C. Bidelspacher.....	25¢
Jacob Heim.....	25¢	P. W. Marshall.....	25¢
Fred Klumpp.....	25¢	Martin Price.....	25¢
Levi Ulmer .....	10¢		

teacher came face to face with the County Superintendent of Schools, Mr. George B. Ferrell. It was customary for him to make unannounced visits periodically to observe practices in the schoolroom. As soon as he arrived, his eyes fell upon that window through which the sun never shone brighter. The poor teacher was deeply humiliated. Her face turned scarlet as did the faces of two of her students. Needless to say, she had two most contrite pupils for several weeks following the incident. Yes, we earned the opportunity to wash the window, but it was done after school hours under her supervision, on our own time.

Little more than the cost of books, fuel, maintenance and teachers' salaries was supplied by the Board of Education. Toilet tissue was furnished by pupils bringing in their outdated mail order catalogs. The pencil sharpener, dictionary, American flag, atlas, song books, wall clock, water jug, and the teacher's swivel chair were purchased with money raised by the teacher, parents, and students.

The most popular method of raising funds was by holding a *Box Social* or an *Ice Cream and Cake Social*. The people of the community were solicited for cakes and the ingredients for making homemade ice cream. The donations were then collected, and ice cream was made on the school property. All eligible females were asked to bring a box of candy, a box lunch or a home-made pie to which their name was obscurely attached. These were auctioned, and the young men bid on the items knowing that the highest bidder would have the privilege of eating the contents with the young lady whose name was attached. Many a lasting romance had its blossoming at the *Box Socials*.

Indeed, school was not all work and no play. All one-room school students had the opportunity to play outdoors during lunchtime and recess, weather permitting. Lycoming County students devised many ways to amuse themselves. Ball games were very popular. Often the *ball* was homemade, such as those constructed from old socks tightly rolled together. Other games played during mild weather were sully-go bump, round town, deer and hunters, bully in the ring, tag, jump rope, hide and seek, and kite flying.

In the snowy, winter months sled riding was the number one sport. The students also enjoyed snowball battles, building snow forts and making tunnels in snow drifts. One student at Bottle Run School filled burlap bags with straw — making a unique sled. Pupils at Oak Grove School built a run for sleds by pouring water over the snow



Ferguson School — Porter Township — 1930's





No, the boy in the back row is not wearing a dunce's cap, but clowning for this photograph in 1909 at the Linden School in Woodward Township.

and then cutting grooves. This run led from the school grounds to Daughterty's Run. Of course, there were many sledding accidents, some even involving the teacher.

Some of the students' extra-curricular activities can not be termed games but rather mischief. There were those who liked to play tricks on the teacher such as hanging the bell upside down or plugging the chimney. Sometimes this mischief was directed at fellow students. Such pranks were not too different from those practiced now: shooting paper wads, exploding pop guns, squirting water pistols, and putting pins or tacks on the seats.

When caught, the culprit was dealt whatever discipline the teacher chose. Forms of punishments included having the pupil remain inside during recess, having him stand in a corner or upon the teacher's platform for a long but specified time, having him write a word or phrase five hundred times, having him stand on a stool with a dunce cap upon the head, or the worst, giving him a paddling. Girls, as well as boys, were punished. In one school, the girls were seated on one side and the boys on the other. If a student were naughty, he or she had to sit on the *wrong* side.

To those who have attended modern schools, the student's life in the one-room school may, indeed, sound very severe. All of the students and teachers that have been interviewed, however, agree that the quality of education and life in the *good old golden rule days* was, indeed, golden.

Bobst  
Mountain  
School  
Lewis  
Township





## THE TOWNSHIPS

In the following sections on the townships of the county, the reader will be aware that there is great diversity in both the quality and the quantity of the material. The committee has tried to present an accurate, thumb-nail sketch of each school about which any information could be obtained. For some schools committee members were very fortunate in finding accurate information in history books or in the pre-

served school board minutes of some townships. Much of the material, however, had to be sifted from hours of personal interviews with people who knew about one-room schools; consequently, there are sometimes conflicting statements.

The committee is especially indebted to those who graciously contributed pictures and personal anecdotes. Their material has been invaluable in adding veracity and continuity to the history of the one-room schools of Lycoming County.

*Originally the Long Reach School was a log structure built on the Updegraff farm, presently the Reach Road area, probably around 1800. Destroyed by fire in 1861 it was rebuilt the same year and at one time was considered a Williamsport school. The site on which the school stood is said to have been a private burial ground because human remains and many brass buttons were dug up when the school was built. Sometime in the 1950's or 1960's the land was sold and the school was dismantled for its boards.*





[illegible]

Stewart's *History of Lycoming County* (1876) states, "The first schoolhouse was built near Robinson's place, many years ago, long before the christening of the township, and while Anthony was a part of Lycoming. This old house served to shelter the youth for many years, while pursuing the rugged road of learning. There are now six schoolhouses in the township, all well patronized by the rising generation." The Lycoming County's superintendent's report of 1861 notes four schools in existence in the township, and in 1892 Meginness' *History of Lycoming County* enumerates five schools open.

Part of the Greenwood School's<sup>②</sup> history is that a box social was held to supply the money to buy the cupola and the bell for the school. The school was closed in 1928 and is presently used as a chicken coop on the Robert Ulmer farm. The Kiess School<sup>③</sup> closed in 1937. Stony Gap School<sup>④</sup> closed in 1952. On September 11, 1973, a fire destroyed this abandoned building when sparks from a nearby fire landed on the wooden-shingled roof.



A sepia-toned photograph of a small, single-story wooden building, likely a schoolhouse or church, with a small steeple on the roof. The building is surrounded by snow, suggesting a winter scene.

A sepia-toned photograph of a single-story house with a gabled roof. The house has a chimney on the left side of the roof and a small, covered porch on the right side. There are several windows visible on the front facade. A large, bare tree stands to the right of the house, and its shadow is cast onto the side of the building. The overall tone is historical and nostalgic.

A sepia-toned photograph of a small, white, single-story building, likely a schoolhouse or church, with a prominent steeple and a small porch. The building is surrounded by trees and foliage.

43



with grades one to four taught at Steam Mill and grades five through eight instructed at Pine Run.

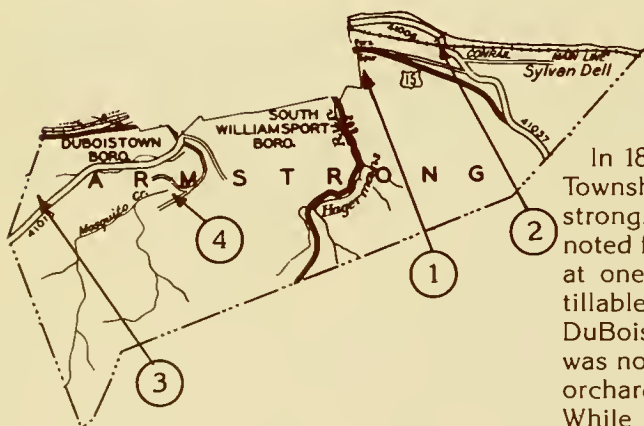
Steam Mill School, named for a nearby mill which had a steam engine used to power the log-cutting saws, is now a township building and is also used by the 4-H in the summer. The last teacher at the school was Mrs. Martha Boatman. She recalls that her class size was usually thirty-five, but one year she had forty-five pupils. Sometimes, however, during her thirteen-year tenure there, she had only one student per grade. She remembers the PTA being very active and helping by purchasing a swing set and by paying a portion of a music teacher's salary. Among the projects Mrs. Boatman initiated was one in which Christmas cards were sold in order to raise money to buy drapes for the school. Water for the school was carried from the next-door farm until the school's last year when a well was dug. From 1947 to 1959, pupils were transported by car, sometimes having to wait until 5:00 p.m. until the last bus arrived to carry them home.



Steam Mill School — 1929



Stony Gap School — 1910



## ARMSTRONG TOWNSHIP

In 1842 enough territory was taken from Clinton Township to form a new township named Armstrong. A hilly and mountainous area, it was long noted for its choice pine timber, and lumbering was at one time the flourishing occupation. The only tillable land was a narrow strip of soil southwest of DuBoistown known as Mosquito Valley. This valley was noted for its good production of grass and fine orchards, and it soon became thickly populated.

While this section of the township was developing agriculturally, the opposite end was beginning a different type of growth — an educational one, commencing with the construction of the first school about 1873.

Built on a property once called The Old People's Home, this first school was of simple log construction. It stood without a formal name, but often was referred to as the Widow Slear School ① because the land surrounding it belonged to Widow Slear. This log structure housed classes for about seven years before it was succeeded by the Gibson School ②.

Located beyond the Widow Slear School and below Williamsport, the Gibson School was situated along the Susquehanna River at the northeastern part of the township. Built of brick, it serviced this sparsely settled area until its closing in 1931.

At the other more densely populated section of Armstrong Township stood two more schools. Jack's Hollow School ③ was a small frame building that held class until the lack of adequate attendance forced its closing in 1921. The Mosquito Valley School ④ (pictured on page 25) was named after the valley in which it was located. Located three miles upstream from the mouth of Mosquito Creek, it was built of brick in 1872. Surrounded by a solid row of maple trees, it was a

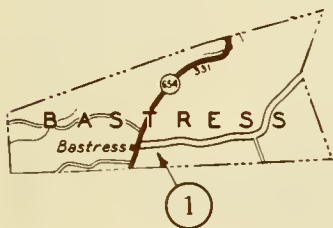
picturesque center of learning, complete with an outside pump and toilet facilities on opposite ends of the rear lot.

The teachers who conducted classes at the Mosquito Valley School were mainly products of the Muncy Normal School and boarded with different families in the Valley. One of the best-known and best-loved was a woman named Etta Hartranft. Another fondly-remembered instructor was Raymond High. He often engaged in a good game of baseball with his pupils during their free time. On one occasion his batting skills paid off. Spying a rabbit crossing the school yard, Mr. High promptly batted it down and took it home for supper that evening.

Although the school at Mosquito Valley remained in good repair because of its solid brick construction, it was eventually forced to close in 1925 due to dwindling enrollments. This lack of student population was the result of an exodus from the Valley by the farming families when the Williamsport Water Company acquired much of the surrounding land for a water shed in 1905. By 1931 all the one-room schools in Armstrong Township had suffered similar decreases in attendance, and in that year the last school ceased to function as a site of learning.



*Old DuBoistown Schoolhouse — It was in operation during the last half of the nineteenth century.*



## BASTRESS TOWNSHIP

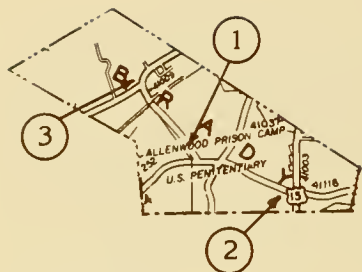
Bastress, one of the smallest townships in the county, was formed from a division of Susquehanna Township in 1854. It had no industry other than some fair agricultural land which was made productive by its first settlers, the hardy German Catholics. Although small in area, it had two schools. One was conducted under the common school system and supported by public school funds, while the other was under the auspices and patronage of the Catholic Church.

The parochial school was located next to the church and taught by the Catholic sisters. At one time it held classes for as many as eighty pupils and required three teachers for instruction.

The public school was a frame building situated just off Route 654 where the Bastress Post Office was located. Its pupils were drawn from the farms along the area, and it was in operation until 1930. According to the Bastress Township School Directors' Record Book, a new schoolhouse was erected in the township to replace the old building. Built in 1899 by Adam Eck, the new school's cost totaled \$529.75. Although the building no longer functions as a school, it continues to stand.



## BRADY TOWNSHIP



One of the smallest townships, Brady is located in the southern part of the county. Triangular in shape, it was formed from Washington Township and named after the distinguished Brady family who lived within its boundaries. First settled by Scotch-Irish Presbyterians, its soil was moderately productive, but great care and attention had to be given it to yield a successful crop. Limestone was also quarried here and burned for lime, and it was believed early Indian tribes possessed a knowledge of extracting

copper from the land. There were few industries, but the area soon became rather thickly populated, and its inhabitants set about the task of educating their children.

Records show that three years after the first school house in the county was erected, Brady built its first one-room school. In 1799, a building of round logs and oiled paper windows was constructed within the boundaries of the township. It was built by free labor, and a tuition of \$1.50 for a three months' term was the only requirement for attendance. The curriculum was based on just three texts — Gest's Arithmetic, Webster's Speller, and the New Testament. Because the building was patterned after other early log schools, it was heated by an open fireplace that stood at the end of the room. The dense clouds of smoke that filtered in from its old chimney interfered so much with the children's studies that in 1806 the fireplace was replaced with a stove. Lessons continued to be taught in this building until the first of three public schools in the township was constructed.

Brady Township's three schools were each of different construction. Stone School① was near the Stone Church which is now part of the Allenwood Penitentiary. Somerset School② is of brick construction and is presently a place of business, and the Oak Grove School③ is now the Brady Township building near the Maple Hill village and was the last to close in 1958. The Stone and Somerset schools both closed in 1942 probably as a result of World War II and the Ordnance in the White Deer Valley.

Esther Dittmar, who attended Somerset School and retired in 1980 after a career in public school education, points out:

Today we think of *Open Education* as a modern phenomenon. Nonsense! Any of us who attended a one-room school knows that way back there, our teachers were experts at dealing with individualized instruction at all levels. A big difference, however, was that they taught in a well-structured, disciplined environment.

Hot lunches — a recent innovation? Of course not. I remember one teacher who made hot cocoa for us, and encouraged us to bring well-scrubbed potatoes from home. Since our school was heated with a huge, old-fashioned furnace, she would put our potatoes on top, and by lunch-time they were deliciously done.

Field trips? We had them. Many a beautiful Friday afternoon in fall and spring was spent exploring the woods near our school, with our teacher guiding us in tree and wild flower identification.

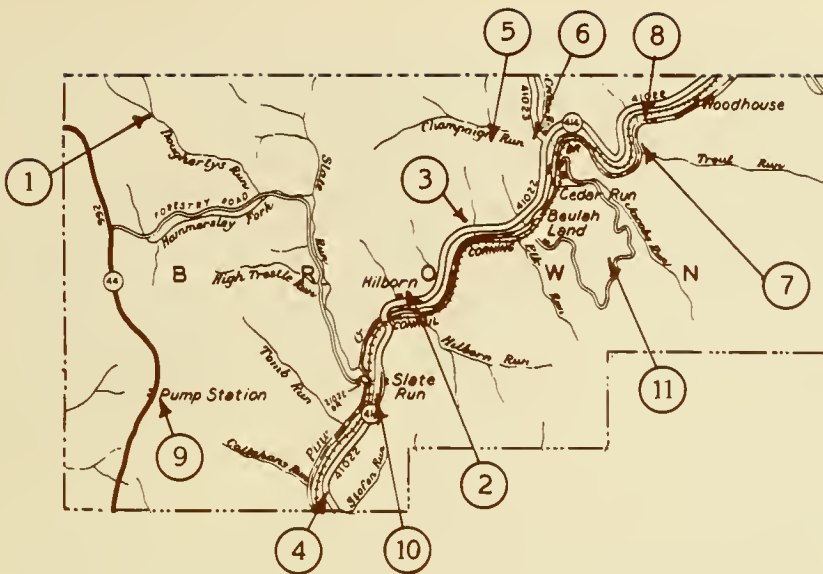
Teacher stress? Probably, but it really didn't show. I recall rainy-day recesses when we girls jumped rope, even *hot pepper*, in the school room. I realize now that our teacher's nerves were probably jumping in rhythm! Come to think of it — during the five years that I spent in the Somerset School, we had four different teachers!



Oak Grove School



# BROWN TOWNSHIP



Brown Township in the northwest corner of the county was incorporated May 3, 1815. It was set off from Mifflin and Pine Creek townships and named in memory of Major General Brown who commanded the armies of Canada.

It has been written that the first school was taught by John Campbell, a Scotsman at Black Walnut Bottom in 1806. He taught

seven days a week. A schoolhouse was erected that same year. This was before the formal existence of Brown Township.

After the area became incorporated as Brown Township, many schools came into being. They include Trout Run #1 and #2, Slate Run #1 and #2, Francis Draft, Hilborn, Utcetar, Pump Station, Child's Hill (Beulah Land), Cedar Run, and Gamble schools. Information on some of the schools such as the Francis Draft School ① of Daugherty's Run and the Hilborn School ② is scarce with only foundations left to prove their existence. The Gamble School ③ is mentioned in the minutes of Brown Township, but its exact location can only be guessed.

Another school with a little-known history is the Utcetar School ④ which was located at the southern border of the township on Pine Creek. The area supported a sawmill industry. The school was built in the 1890's but was short-lived.

Two other schools that no longer stand are Mount Fern ⑤ and Cedar Run ⑥. The Cedar Run School, which was closed in 1947, stood off Route 414 north on the turn to Cedar Run and has been torn down. Presently only the foundation and part of a wall can be seen. The Mount Fern School's location is not specifically known, but it is known from minutes of Brown Township that the building itself cost \$294 to construct, and in 1890 new furniture and exterior repairs cost \$116.



Cedar Run School



Beulah Land School — Clara Holmes, teacher, c.1910

Trout Run School #1 ⑦ was located at the mouth of Trout Run, and Trout Run School #2 ⑧ is located a few miles almost directly north of the first. Both of these schools served lumbering communities. School #2 is still standing and, having closed in 1914, is occupied as a private hunting cabin.

Of the remaining four schools — Slate Run #1 and #2, Pump Station, and Child's Hill (Beulah Land) — much more information is known. Pump Station ⑨ is located about nine miles from Slate Run on the Coudersport Pike. The school which was remodeled from a private residence

opened in 1912. Before this school opened, students were boarded in Slate Run. Closing in 1917, however, it was short-lived. Pump Station itself was a border station that pushed oil across the top of a mountain from the Bradford fields to Bayonne, New Jersey.

Of the two Slate Run schools<sup>⑩</sup>, the first closed in 1911 and the second in 1959. It is not known whether there were two separate schools or just extensive remodeling of the one building. The School #2 facilities were built at a cost of \$240 and had two rooms. The additional room was used for a two-year high school. A separate building was used as a book room, but it has been torn down. The school was first heated by a pot-belly stove and later acquired a furnace. Water for the school came from a spring along neighboring railroad tracks, and children would hop traveling trains to reach it. On each side of the main room was a chemical toilet which dumped into the old outhouse ground holes.

William Wolfe who attended Slate Run remembers that teachers boarded in private homes for the eight-month term. He says that the school, now being used as a Community Hall, has not changed much since he attended school there. In fact, Mr. Wolfe notes that the only major change since he attended the school is that the double desks have been replaced with singles and these are still there today.

Child's Hill School, which was also known as Beulah Land School<sup>⑪</sup>, served a lumbering community. Constructed on the foundation of an earlier school, it educated the neighboring children and also served as a Sunday school until converted into a private cabin. Bertha Hoffman who attended the school recalls walking to school one winter on fences because of a deep snow. She also remembers that in 1918 people with cars were first employed to drive children to school. Perhaps the most interesting information is about the area itself. The area was called Child's Hill after a Mr. Child who bought the area timberland, cleared it, and sold it in eight-acre lots. The Child family prospered and was very well-known.

The area is known as Child's Hill to some but not to all. To many people the area is known as Beulah Land. Mrs. Florence Hoffman wrote the following story of Beulah Land:

Back in the lumbering days the area was called the Barrens clean across the hills. There was a camp and little settlement and a school up there on the mountain. One winter day an Old Circuit Rider came riding up the mountain and was singing the hymn *Sweet Beulah Land*. He was an old man and the woodsmen listened as he rode along singing that day. He stopped at the lumber camp and held a service for them that evening and again that night. They all sang the hymn. He stayed that night with them and started down the mountain the next day on his horse in a severe snowstorm. He was going to the town of Black Wells to conduct services there, and was expected to stay with the Blackwell family. When he did not arrive at their home, they inquired about him and found that his horse had been found wandering with the saddle bag intact but the old man was not located. A search was made and he was located in the snow, lying below the road and unconscious. He was gathered up and taken to the Blackwell home where a doctor was called and the man was pronounced to be in a serious condition due to exposure and his fall. The old gentleman passed away at the Blackwells and the news was passed along throughout the area. The woodsmen turned out for his burial and one of them read a verse from the Bible over his coffin as he was put in the grave in the Blackwell Cemetery. As they were gathered around the grave, they sang *Beulah Land* which was the song they remembered him by. Later it was proposed that since his last service was on the mountain and it had only been known as the Barrens, they would honor the Old Circuit Rider and call the part of the hills the Beulah Lands. I got this version from Mr. Abner Campbell and from Mr. Jefferson Gamble. It was also verified by a Mr. Tomb, who had a lumber camp on the mountain where the Algerines now stands.

---

June 14 '90

. . . to buy erasers & chalk . . .

. . . that the following persons be appointed to examin and see what condition the water closets are in and repair and build new ones . . .

Excerpt from the Brown Township School Board Minutes



# CASCADE TOWNSHIP

Rugged terrain and mountain streams of Cascade give credence to the name of the township, which was formed from territory taken from Hepburn and Plunkett's Creek in August, 1843. Mountainous and rocky, this area was not suitable for sustaining settlers preoccupied with farming. Sites near the streams on more level land provided the best locations for the homes of the early residents. Kellysburg, the only town, is situated on Wallis Run on lands owned by Michael Kelly and so named in his honor.

Peter Brouse built the first schoolhouse in Cascade Township in 1844; Michael Kelly built the second in 1848, and two more were constructed in 1849.

The school year in these early days amounted to three months. The hardships of this pioneer life meant that few students attended school more than half of this three-month period. In fact, the distances that had to be traveled over this rough land to reach a school often meant that only grown members of a family were physically able to attend.

A tale of intrigue concerning Kelly School ① is recorded in the minutes of the school board meetings. It seems that in January of 1879 the president and secretary of the board were informed that the teacher in charge of Kelly School was not the person he represented himself to be. The secretary went to Rose Valley to interview a Mr. F. Chaple who was believed to have some knowledge of this teacher known as O.C. Griswold. Mr. Chaple informed the secretary that the teacher's real name was Francis Close and that the real O.C. Griswold was a teacher in Bradford County.

The facts became apparent that Francis Close had borrowed or otherwise obtained possession of the certificate belonging to O.C. Griswold. He thereby deceived the board and obtained the position by fraud. The president and secretary found it impossible to assemble all the members of the board for a meeting on short notice. They, therefore, went themselves to the school and confronted Mr. Close with the facts. After some equivocation, he admitted the fraud and immediately gave up possession of the school. The pupils were dismissed with the information that school would be closed for a short time until a new teacher could be selected.

In all, Cascade Township had five schools: McLaughlin ②, closed in 1923; Slacks Run ③, closed in 1926; Masten ④, closed in 1931; Wallis Run #1 ⑤, closed in 1900 and Wallis Run #2 ⑤, closed in 1948, and Kelly, also closed in 1948.

On May 18, 1948, the school boards of Cascade, Eldred, Fairfield, Gamble, Upper Fairfield and the Borough of Montoursville voted to form a joint district.



Masten School — Kathryn Brannaka, teacher

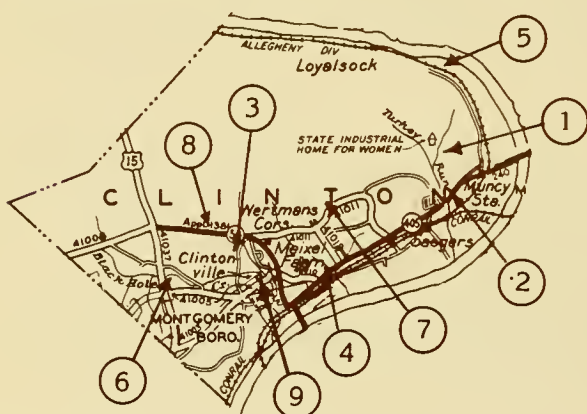


Kelly School — Elizabeth Pauling, teacher — 1922





Wallis Run School #1, also known as Huffman's School — 1923-1924



## CLINTON TOWNSHIP

Clinton Township, established in 1825, was named for DeWitt Clinton, then governor of New York. This new township included most of the Black Hole Valley and what is now Montgomery Borough. The Black Hole Valley was a very rich and fertile land noted for its beauty. The valley is drained by the Susquehanna River and three creeks: Black Hole Creek, Mill Creek, and Turkey Run. These waters were vital to the settlers of this area as they furnished the power to run sawmills and grist mills.

In 1790 the Coleman family settled in Black Hole Valley and five years later operated a

grist mill near what is known as Thomas Dam. The centrally located mill was the site of the first schoolhouse in Clinton Township. This school was built about 1802 on the Coleman Tract, now owned by the Baptist Association. The first regular teacher was Nathaniel Smith. Dabol's Speller and the New Testament were the early books used for education. Prior to this first schoolhouse, families of the community often hired a teacher who passed from house to house teaching their children. It has been recorded that these early teachers were mainly Celts and often addicted to strong drink.

Records show another early school was built on the Peter Bourne Farm, later known as Burns Farm. This small square school was complete with puncheon floor, slab benches, and a ten-plate wood burning stove. The dates of erection and abandonment are unknown, but the school was in service in 1827.

On the grounds of the present St. John's Lutheran Church, was an old log schoolhouse known as the Mench School ①. The date of construction is not known, but some time before 1873, the log structure was abandoned and torn down. Replacing this early facility was the Montgomery School, built of frame construction. This second school was located on the Montgomery farm and named for the owner of the land. The first teacher in this school was Hugh Castle, a man highly respected in the community. He lived with the Montgomery family and taught the children



*First Public School Building in Montgomery Borough*



*Mountain Grove School*

of the area for several years. Finally the brick Muncy Station School② succeeded the first two in serving residents of the Black Hole Valley. This school closed in 1930.

Another early facility in the valley was the Groff School③, located at the fork of the roads at the Stone Quarry. This school was in service from 1873 until the 1880's.

One mile east of Montgomery, next to the First Baptist Church and graveyard was built the Baptist School. At the time of construction, the site was a beautiful and safe location for children. When the railroads made their appearance in the valley, however, things changed. In the fall of 1879, the school was set afire by sparks from a train engine and burned. The remainder of the school term was taught in another existing building. The location of the succeeding brick Baptist School④ was then determined and purchased for \$150. This school remained open until 1930.

The Davis School⑤ was built about 1893 off Armstrong Road on land given by William Davis. This frame school served the area until 1929 and is now a residence.

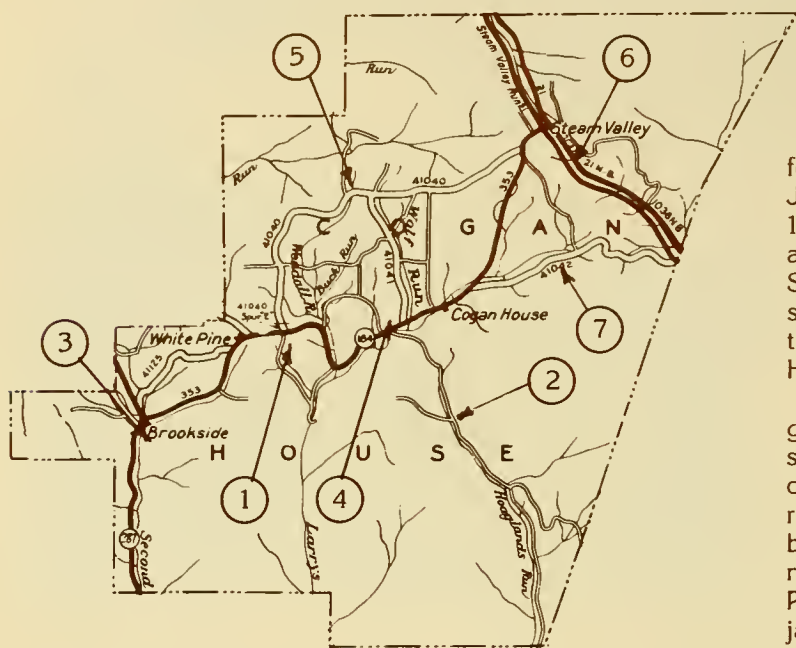
The first Pine Street School⑥ was of frame construction. When the building became too small to serve as a school, it was moved to a local farm and used as a wagon shed. In its stead a brick building was constructed near the Grange Hall on Route 15. This newer school was used until 1930.

The Mountain School⑦, built in the early forties, developed a reputation far above the average school. The pupils of this school were unsurpassed by others in many areas, especially in spelling and arithmetic. The school closed in 1930.

The school known as the Mountain Grove School⑧ was first held in a building called the Stone Quarry School on Route 54. When the Quarry School became outdated, it was torn down and replaced by a more modern building. This second school remained in use until 1930 and still stands as a residence.

The first Clintonville School⑨ was a log building on the south side of the main road. This school was succeeded by a brick building which was razed some years later. A third frame school was then built on the north side of the road above the Kinsey Street junction. Crowded conditions necessitated an addition to the school. On March 7, 1927, the Clintonville School was destroyed by fire.

The town of Montgomery was incorporated as a borough on March 21, 1887. Prior to this date it was part of Clinton Township. The first public school building in the borough was Education Hall. This two-room brick school was located on the corner of Houston Avenue and Bower Street. Shortly after the borough's incorporation, the school was deemed too small, and extra classrooms were opened in various buildings throughout the town as the need arose.



## COGAN HOUSE TOWNSHIP

Cogan House Township was formed in 1843 from parts of Jackson and Mifflin townships. In 1846 quite a settlement had grown around a sawmill owned by a Mr. Schuyler. It is believed that the sawmill was located near where the clubhouse of the Red Fox Hunting Club now stands.

By 1846, a small settlement had grown at White Pine, and as both settlements contained a number of small children, the school directors set to work in 1846 to build a log house in each settlement. The school house at White Pine was built on a corner of Benjamin Quimby's farm and was known for years as the Quimby School①. The schoolhouse on

Hoagland's Run was built near Schuyler's mill and for years was called the Schuyler School②.

Meginness' *History of Lycoming County* states that the first teachers were Lucy Doctor and Lucinda Moss but does not tell in which school each taught.

There was much traffic on the State Road in the 1800's, and Casmer Wittig found it profitable to establish a tavern and inn near the Schuyler School. He named it the Buckhorn Tavern. When Schuyler moved his sawmill away from the settlement, the school gradually became known as the Buckhorn School.

In 1892 a post office was established near the Buckhorn School and was named Steuben Post Office in honor of Baron von Steuben of Revolutionary War fame. The name of Buckhorn (Schuyler) School was again changed; from this time on until the school was closed, it was officially known as the Steuben School.

Quite a large village grew up at Buckhorn. Although the name of the school was changed from time to time, the village was always known as Buckhorn.

The White Pine School, also known as the Summit School and first called the Quimby School, educated the children of families engaged in the lumbering operations of the time in the white pine forests. The school was located about three rods west of the present school building at Summit. The site for the schoolhouse was donated to the school board with the provision that in the event the school was ever discontinued at the Summit, the school grounds were to revert to the Quimby estate.

As the school population of the settlement increased, the first log schoolhouse became too small to accommodate the large number of pupils, so it was torn down and a larger log schoolhouse was built on the site.

The first religious services held in Cogan House Township evidently were held in the log schoolhouses at Summit and Buckhorn as early as 1846 by the Rev. Bellman and the Rev. Bamity who came by horseback from Jersey Shore. The Summit Methodist Church was built in 1860 on





*Buckhorn School — Iva McCracken and her school children — 1909*

the summit of a hill, and it was then that the school changed its name to Summit and retained the name until it closed in 1961.

In the latter part of the nineteenth century, a frame schoolhouse was built a few rods east of the log schoolhouse. A second room was added in the 1890's. For many years the abandoned log schoolhouse was used as a band hall by the White Pine Band.

A great deal of traffic passed by the Summit School after the June flood in 1889. During the 1850's, the Plank Road was extended from Salladasburg through White Pine to English Center to accommodate the flow of forest products and, in later years, the hides and leather from the large tannery at English Center. The 1889 flood swept away long sections of the Plank Road which were never restored, and as a consequence most of the traffic came as far as White Pine, then turned east and passed the Summit School and on down to the covered bridge on Larry's Creek and up over Buckhorn Mountain past the Buckhorn or Steuben School to the railroad at Cogan Station. The two schools of Steuben and Summit were never isolated as they were located on a heavily traveled road.

The Summit School and grounds have passed back into possession of the Quimby family to be used as a church hall for its remaining years.



*Summit School*



*Brookside School*

There were five other one-room schools located throughout Cogan House Township. They were Brookside School③, closed in 1940; Cogan House School④, closed in 1961; Beech Grove School⑤ (pictured on page 23), closed in 1948; Steam Valley School⑥, closed in 1937; and Green Mountain School⑦, closed in 1945.



Cogan House School — 1890



Standing around their pile of scrap metal, these children at Green Mountain School were part of a drive conducted during the 1942-1943 school year. A common practice at many schools during the war was the collection of scrap which was sold to the federal government, melted down and recycled. This group collected 10,405 pounds of scrap and received \$55.61 for its efforts.



## CUMMINGS TOWNSHIP

Cummings Township, taken from Mifflin and Brown townships in 1832, was named for John Cummings, an associate judge at the time. Because most of the terrain is rough and mountainous, most settlements were lumbering communities; however, there were a few farms along both branches of Pine Creek.

Stewart's *History of Lycoming County* tells us that:

The first school in this township was taught by Robert Young, in the year 1806 on the James Strawbridge survey at the first fork of Pine Creek. Mr. Young was an exemplary man in many respects. He was a consistent Christian, a faithful teacher,

and a strenuous advocate of temperance at that early day when liquor was deemed as much a necessity as bread or meat. The fruits of his labors are still observable in the consistent lives of many of his pupils, who learned of the venerable pedagogue the catechism and everything else to make a good impression on the young mind . . . The first schoolhouse erected exclusively for school purposes was built one and one-fourth miles below the first fork of Pine Creek in 1828.

The school was known as Stewart School① and was named for a large family. It was also called the Island School. One source claims it closed in the 1860's.





*Waterville School #1*



*Waterville School #2*

North of Waterville on Little Pine Creek at the mouth of English Run the lumbering village of English Mills<sup>②</sup> supported a school which records show closed about 1896.

North of English Mills at the mouth of Panther Run on Little Pine Creek is Carsontown<sup>③</sup>. The school here existed in 1876 and closed in 1925. In its latter years, although the population was scattered because the lumbering era had passed, school was still held.

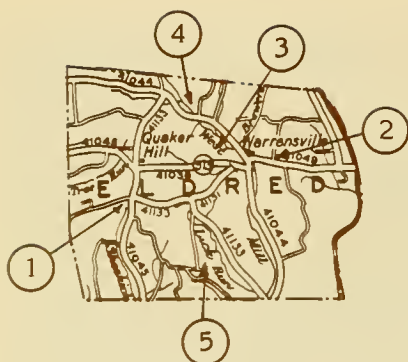
There were three other schools in the township in 1876. The first Ramsey School<sup>④</sup>, said to have been a log building, closed about 1885, and the second Ramsey School closed in 1916. This second building is presently used as a hunting cabin, but the building has been altered. The first Waterville School<sup>⑤</sup> closed in the 1890's but continued to be used as a residence until it burned recently. The second Waterville School<sup>⑥</sup> sits on a hill above the highway. A wall on the hillside between the school yard and the road was built by the Works Progress Administration (WPA). Closed in 1953 as a school, the building is owned by the township and now has an addition in the front. The East Hill School<sup>⑦</sup>, also in existence in 1876, is located northeast of Waterville on top of Puderbaugh Mountain and is, therefore, sometimes referred to by that name. The school closed in 1915. Although at one time it was supported by lumbering and later a farming community, the area is now populated only with hunting cabins.



*East Hill or Puderbaugh School — 1914*



# ELDRED TOWNSHIP



Eldred is one of the smallest townships in Lycoming County, with Warrensville being its only village. Eldred was carved from Hepburn Township in 1858.

In 1802, Samuel Carpenter, the son of an English Quaker, cleared the land now occupied by Warrensville. His original log house was still standing in 1902 and formed the kitchen of the dwelling of Isaac Alderhold. The Carpenters had a saw and grist mill which, along with the making of maple sugar and crude potash, were the early industries. The Quakers, cultured and intelligent, considered the education of their children of

first importance and established the earliest schools.

Joseph H. McMinn's *Historical Sketch of Warrensville, Pennsylvania*, an early history of Eldred Township, published during the centennial of Warrensville in 1902, refers to three log schools built within two miles of the village between 1813 and 1835. One source also tells us there was an Eight Square School located just east of Christian Hill between 1811 and the 1870's.

The first stone schoolhouse, the Quaker Hill School ①, was built in 1835. The second of brick was erected in 1886, closing in 1950. Lewis P. Reeder is credited with being its first teacher, and pupil capacity was thirty pupils.

In 1826, a stone schoolhouse was erected on a two-acre plot donated by Daniel Bayley for a *schoolhouse and burying ground*. This first Christian Hill School ② stood until 1878, when the second was built on the same site. Lewis P. Reeder is credited with being its first teacher. It closed in 1947.



Christian Hill School



Quaker Hill School — 1924-1925

The Warrensville School ③, built in 1860, was located just west of the Christian Hill School and was closed in 1947.

North Eldred School ④ was built in 1859 and had a capacity for forty pupils. Located two miles northwest of Warrensville, it closed in 1959 and is now a private residence. Excelsior School ⑤ was three miles southwest of Warrensville. Located on the William Winter farm, it had a pupil capacity of thirty pupils and closed in 1949.

Some information about the schools of Eldred Township was gathered from a conversation with Mr. and Mrs. Frank Wright of Warrensville. Mr. Wright is 93 years old and has many memories of the eight years he taught in the township. Being a man, he was given the *tougher* schools and was shifted from one to the other as the population of older children increased in each. Receiving his teaching certificate from the County Normal School in Muncy, he taught in four of the schools between 1909 and 1918.

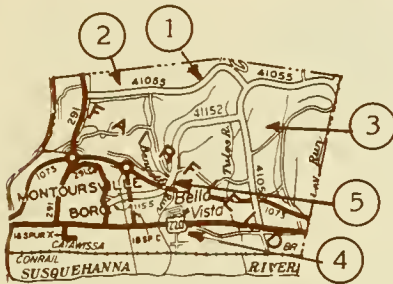
Mr. Wright tells how a Mr. Harry Freezer on snowy days would drive his sleigh to school, picking up and dropping off children. He himself attended North Eldred School from the age of seven in 1894 until he was eighteen years old. The last two years were *not so regular* as attendance was not mandatory after sixteen years of age.



Excelsior School



Quaker Hill School — H.G. Casner, teacher — 1889-1890



## FAIRFIELD TOWNSHIP

Fairfield Township was created in 1825 and eventually had five one-room schools: Rogers①, Clees, Baxter, Keebler, and Road.

The duties of each director for his school are listed in the school board minutes for the 1934-35 school term. Each director was required to look after his school, note and arrange for repairs needed, nominate teachers for hire, acquire fuel, books, and other supplies, make sure the school was cleaned, and make sure that drinking water was available.

The autonomy of individual school boards is reflected in the decision of the directors of Clees' School in October, 1937. It was decided that new toilets were needed but that the present toilets would be retained until the Department of Health compelled them to be changed.



Road School



In November, 1946, a Mothers' Club was formed. Representatives of this group attended the school board meeting of Fairfield Township and requested more room for pupils attending the township schools. This group also discussed the poor condition of the toilets.

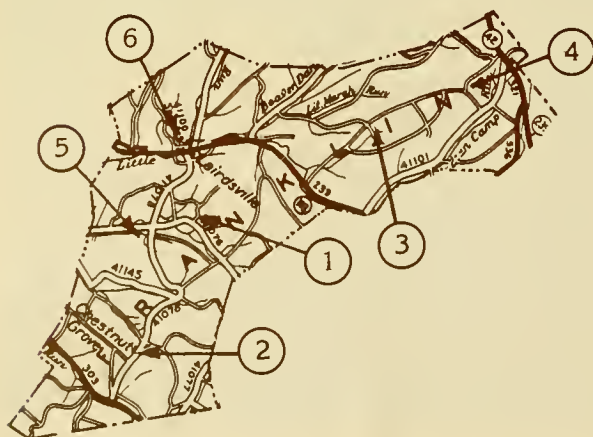
By 1948, the township school board was holding discussions regarding the disposal of Clees<sup>②</sup> and Baxter<sup>③</sup> schools since they no longer were being used. The bid for Baxter School was \$1,670, and it was accepted from Douglas Baxter. Ralph C. Cavanaugh's bid of \$1,750 for the Clees School also was accepted in June, 1948.

The sale of Road School<sup>④</sup> came before the board in March, 1951. There was a petition from the Mothers' Club in April of that year to retain Road School for use as a community hall. On April 18, 1951, however, the board voted unanimously to sell this property. It is presently a gift shop. Keebler School<sup>⑤</sup> was auctioned August 23, 1952, with the provision that the building be moved within five months.



Keebler School — March, 1917

## FRANKLIN TOWNSHIP



The territory known as Franklin was taken from Moreland Township some time during the year 1822 and was named in honor of the celebrated Dr. Benjamin Franklin. The streams of Franklin Township were important to the economy of the region and excellent power was furnished for thirteen sawmills driven by water.

The most important industrial enterprise in the township for some years was the Franklin tannery, established in 1832. It was located about one-half mile below where Lairdsville now stands. One of the largest tanneries of that period in Northern Pennsylvania, it gave employment to a large number of people. Lairdsville, the only town in the township, was laid out in 1852.





*A class from the Lairdsville "Big School"*



*Lairdsville "Elementary School"*

The first inhabitants seemed to appreciate the value of an education and in 1810 had a school in successful operation near where Richie now lies. The teacher was a Mrs. Smith. The township was subsequently well-supplied with educational facilities. The public schools were under the supervision of an efficient board of directors who took an active interest in the intellectual good of the young.

There were six schools located in Franklin Township. Germany<sup>①</sup>, a wooden structure, was located on Township Route 678 on the road to Unityville. It closed in 1931. Chestnut Grove<sup>②</sup>, also wooden, was located near the Columbia County line and closed in 1947.

Other schools included Bald Eagle School<sup>③</sup>, closed in 1947; Pleasant Valley School<sup>④</sup>, closed in 1949; Starr School<sup>⑤</sup>, located two miles southeast of Lairdsville, closed in 1962 and still standing; and Lairdsville School<sup>⑥</sup>, closed in 1962. The Lairdsville School was actually comprised of two separate buildings that were located next to each other. The small frame structure served as an elementary school while the larger building adjacent to it was known as the Lairdsville *Big School*, where the older pupils were taught.

A former sheriff of Lycoming County taught in the township's schools, and his daughter Eleanor Spring Ritter taught at the Starr School. Her husband, J. Howard Ritter, also taught at the Starr School and later became one of the Commissioners of Lycoming County.



*Lairdsville School — 1920*



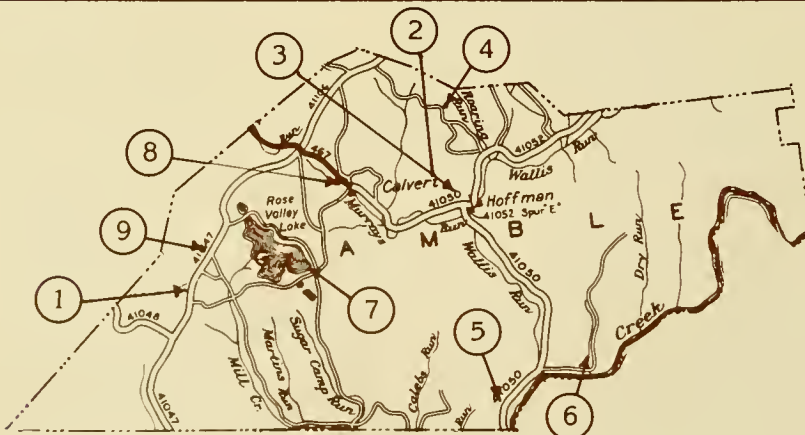
*Starr School*



*Chestnut Grove School*



*Pleasant Valley School*



## GAMBLE TOWNSHIP

Formed from parts of Lewis and Cascade townships, Gamble Township was named in honor of Judge James Gamble who presided over the voting pertaining to the carving of this township in 1875. Beautiful Rose Valley<sup>9</sup> was the site of the first

schoolhouse built in Gamble Township. This log structure was built by John Griggs in 1839, and its first teacher was J.W. Milnor.





*Rose Valley School #1 at center — before 1906*



*Rose Valley School #2 — The concept of the bookmobile in Lycoming County was initiated and brought to fruition through the efforts of Clarence McConnel.*

The second schoolhouse at Rose Valley ① existed until 1962. Wallis Run School #1 ② closed in 1900 and Wallis Run #2 ③ in 1942. Other schools were Ely ④, closed in 1900; Loder ⑤, closed in 1902; Butternut Grove ⑥ and Chestnut Grove ⑦, both closed in 1921; and Beech Valley ⑧, closed in 1962.

On the night of December 11, 1863, the schoolhouse at Beech Valley burned down. The school directors convened on December 19, 1863, to consider the rebuilding of the school. The four directors who were present were Joseph Hall, Daniel Griggs, Christian Brining, and William Updegraff. Mr. Hall moved that the house be built on the old site and this was agreed upon with the following resolution:

Resolved that the schoolhouse be built twenty four feet square and nine feet high with the necessary desks and seats and a good flew built of brick the House to be built of plank and lined on the inside as high as the Desks . . . Weather boardes on the outside. the Desks to be built against the house and two tables in the center with seats on both sides and a desk for the Teacher the foundation to be laid up dry the lower floor and desks and seats and tables to be of pine the upper floor of pine or Hemlock

*Excerpt from school board minutes*

The main item on the agenda of the school board on July 13, 1872, was the Rose Valley School. The president and secretary, according to powers previously vested in them by the board, set the building of a school house in Rose Valley on the site occupied by the Olde Building to Ferman Fields for the sum of six hundred and sixty-two and one-half dollars to be built according to the board's specifications.

During the year 1954, the township school board voted against a jointure with the Montoursville School District. In August of that same year, a special meeting decided to have the lower four grades attend the Rose Valley School and the upper four grades Beech Valley.

Wallis Run School was sold by the board to Floyd Hessler in 1957 for the sum of \$175.

Each year the parents met with the school board to discuss the grading of pupils and the possible jointure with Montoursville schools. They wanted to keep their children at home. Finally, in 1962, all neighborhood schools were closed.



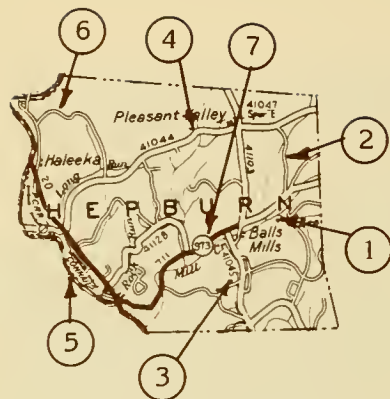
*Butternut Grove School*



*Chestnut Grove School — H. Olive Strouble, teacher, c.1893.*



# HEPBURN TOWNSHIP



Set off from Loyalsock Township, Hepburn Township was organized in 1804 and named for William Hepburn, ex-senator and judicial administrator.

The first school was taught by Samuel Reed in 1805 near Cogan Station. Another early school was built on Leonard Ulmer's land between Balls Mills and Warrensville. In this school Conrad Hatter taught in the German language for three months for two bushels of wheat.

In the *Brief Historical Sketch of the Blooming Grove Colony and Meeting House* by David C. Ulmer in 1928, we learn about Klump School①.

The Blooming Grove area was settled in 1805 by a group of German Baptist Brethren who had come from near Schwarzenau, Germany. Despite seemingly overwhelming hardships and privations, the people never lost their religious zeal. Early a combined church and schoolhouse was constructed. This building was heated by an open fireplace.

Later another building was put up. This was called *Klump's School* from the name of a blacksmith nearby. The pupils sat facing the wall, the boys on one side, and the girls on the other. This building was later replaced by a frame building.

A number of the men who had settled in the township had had the best education available at that time. As a result they required their children to get an education — sometimes at a great cost. Many of the children had to walk 4 miles to and from school each day of the three months term in the bitter winter weather.

Dr. Haller was the first teacher and taught until 1828. He was a severe disciplinarian. One day all the boys in school were soundly flogged because they played during the noon hour when he was absent. He was a highly educated and cultured man who had been banished from Germany for being a Pietist. He spoke French, Latin, Greek and Hebrew. He is buried in the cemetery back of the church. Among the teachers following Dr. Haller were Michael Biehl, Joseph Gross, Christley Heim and Gottlieb Heim.

The people were opposed to the school law of 1834. They believed that the result would be an inferior school. They were afraid of the taxation that would come and also because it was designated that the English language was to be used. However the law went into effect and an English teacher was put in charge. The Germans did not like this teacher and so started a school of their own at one of the farm houses (pictured on page 13)②. The cost of the school was provided for by dividing the expenses among those using it.

This Independent School was in use for only two years, and the Klump School was torn down in the mid 1930's.

The original Balls Mills③ building (pictured on page 8) was of frame construction and located half way between Balls Mills and the present brick school building. It is remembered that students used to sled to school. Another winter play area was the school basement.

Located north of the Klump School on the Pleasant Valley Road is the Pleasant Valley School④. This brick building stands next to the Hepburn Baptist Church. On November 6, 1931, the Hepburn School board accepted a bid of the Trustees of the Hepburn Baptist Church for \$210 for the school building and out buildings. It was later sold to be used as a residence.



Klump School — flag pole raising



Klump School some years later

The Hepburnville School⑤ now the parsonage for the Hepburnville Presbyterian Church, was also of brick construction. Possibly an earlier school was of frame construction.

Begun in the 1840's the Crescent Iron and Nail Works located in the extreme northwestern corner of the township provided a site for another township school building⑥. One former student remembers a large trap door near the teacher's desk for the storage of coal and kindling. Another student recalls having had Clarence McConnel, former county superintendent, as his teacher about 1920.



*Pleasant Valley School*

An article in the August 28, 1930, edition of the *Williamsport Gazette and Bulletin* provided the following account of the Factory School⑦.

... The year before the passing of the public school bill, a school was established in a dwelling house, opposite the later site of the school, and was equipped and maintained by subscription of those whose children attended. These children were mostly of the Ball and Heyd families.

A year later, 1846, the original edifice was built, a short distance below the road, and beyond the present home of Mrs. Fry. William Ramsey, of Newberry, was the first teacher. In a little room some eighteen by twenty feet, he heard the stumbling *'reading, 'riting, and 'rithmetic* of about fifty or sixty young minds. The seats for the children, and they were crowded with that number of pupils to accommodate, were made of slabs with sticks of wood for the legs.

To this rude log building, even less than ill equipped for the needs of growing children, the offspring of neighboring farmers, and of the men employed in Ball's woolen mills, saw mills, and cradle factory, secured their elementary foundation for education. Seventeen teachers, both men and women, nearby farmers, and farmer's daughters, supplied the school until the time of the second structure, in 1873.

At the time the second and present building was erected by Daniel Snyder and several artisans of the locality, a new site was chosen, beyond the home of Mrs. Fry. The room was equipped after the fashion of the time, with seats for the accommodation of two pupils, placed in two rows, with a wide aisle between. At the front of the room a platform was built, and the teacher's desk was placed there. A step from the platform were the long *recitation benches*, where the classes assembled at signals of the teacher for their individual lessons ...



Among the thirty-five teachers who acted as instructors from the time of the building's erection to its closing term in 1915, are many people well-known as educators, and professional men, today.

Emerson Collins, State official and orator, and his brother, General Edgar Collins, of the United States army, took their turns at drilling the age-old ABC's.

Rev. George Sheets, well known minister of Rock Island, Ill., began his career as teacher of the little country school.

Dr. Frank Harper, prominent physician, was a one-time teacher there. Rev. Leidy Lovell located in the West, also began his early career there.

Charles Bidelspacher, of Williamsport, State Assemblyman, taught at the school as a young man. A. M. Weaver, superintendent of city schools at Williamsport and formerly principal of the Williamsport High School, laid the foundations for his later repute, during his years there . . .

J. A. DeFrain, principal of DuBoistown schools, taught several terms at the Factory School, and J. George Becht, deceased, at one-time state superintendent of the Department of Public Instruction, was also a Factory teacher.

Ephriam Heim, now an instructor at Bucknell University, Lewisburg, has gone a long way since he began his teaching career, in this *little red school house*, which incidentally is not red, but white with weather-boarded walls.

Many of those who attended the little school have also become well known. Among them are: Herman Collins, styled the *Girard* of the Philadelphia Inquirer, a brother of General Edgar and Emerson Collins; William Ball, of California, a grandson of the first William Ball, and a well known grower of oranges and English walnuts, in his home state. A brother, Albert Ball, deceased, was associated with him in business, and also attended the old school . . .



*Crescent School*



*Crescent School — Fernanda Heim, teacher — 1905-1906*

*Both pictures are believed to be the Crescent School.*

About the same time this article appeared another newspaper article on the Factory School was printed.

Former students at the old Factory School in Hepburn Township think so fondly of the little one-room institution which they attended in their youth that for some years it has been an annual custom to hold a reunion, where Factory *alumni*, some of them holders of positions of prominence, and many of them now old men and women, have had an opportunity to meet again and talk over their memories of the happy days spent together in school.

Recently their loving recollections of the old school received a rude shock when they read that the building, unused for school purposes for several years, had been raided as a speakeasy. County Detective Robert Burns and other officers visited the schoolhouse and seized some liquor, arresting the alleged proprietor.

The raid was prompted by reports that persons were resorting to the schoolhouse to imbibe liquor, instead of imbibe knowledge.

To those who had attended the Factory School, news of its new status caused not only surprise, but real sorrow, so much so that there is some talk of an effort to acquire the school in the name of the reunion association and preserve it for reunion purposes. Whether this can be accomplished or not remains to be seen. Hepburn Township no longer owns the school, having sold the building several months ago, after it had stood idle for some years.

To be accused of being a speakeasy is some comedown for the old school, which a few years ago was considered the most eligible candidate for the honor of being made the sub-

ject of a state publication on the typical one-room Pennsylvania rural school and the part it had played in education.

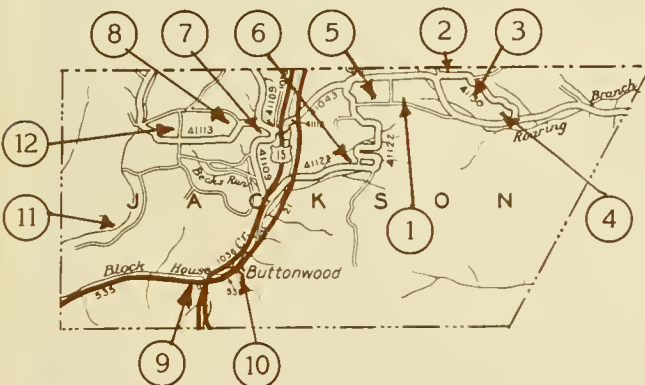
The late J. George Becht, then state superintendent of public instruction, was the sponsor of this proposal. He was familiar with the story of the Factory School, having taught there as a boy in his 'teens when he was at the beginning of his distinguished career as an educator. He knew many of those who had attended this old school and was aware of the stories which could be told of it as illustrations of the splendid work which was accomplished by devoted teachers in such institutions throughout the state.

The Factory School burned sometime in the 1930's.

All Hepburn Township schools closed in 1929 except the Factory School which closed in 1915 and the Independent School which was in use for a brief time in the 1830's.



Factory School



## JACKSON TOWNSHIP

Jackson Township, although extremely isolated in the northern part of the county, was not wanting for educational facilities. There were twelve one-room schools throughout this area.

The first school in the township was the Rutty School① built in 1829 on land owned by Sam and Polly Rutty. Isaac Kehler was the first teacher in this subscription school. The structure had a dirt floor and an open fire-place for heat and light. In 1872 this building

was destroyed by fire and replaced by the Krise School②. Unfortunately three years later this school also burned. Two brothers were believed to have set the school afire in a squabble over its location.





*Gospel Box School*



*Reed School — Alvin Reed, teacher*

The Gospel Box or Neal School③ was built as a church in 1878 but was used as the third schoolhouse for the area.

Another school was constructed on the J.B. Fulkrod farm at the east end of the township in 1872. This facility was originally called the C. Klump School, but the name was later changed to the Kehler School④.

The construction of the Independent School⑤ about 1872 pleased area residents. At this time all the students were within two miles of their schools. The school closed in 1912 but the building still stands as a home.

In 1825 Jacob Beck gave land for the building of the Mountain School⑥, the first school in the Block House area. Beck's father-in-law, George Miller, built the school along Williamson Road at the foot of Laurel Hill.

The Raker School⑦ was built in 1840 in the center of the township. The blackboard from this school is in the Lycoming County Historical Museum (pictured on page 24).



*Centennial School*

Little is known about the Triangle School⑧ which closed in 1880 or the Jackson Corner School, also known as the Henry French School⑨, which was in use from 1853-1873.

Centennial School⑩ was built at the Block House Fork at Buttonwood. The school was so named because it was built in 1876, the centennial year. It continued in use until 1952.

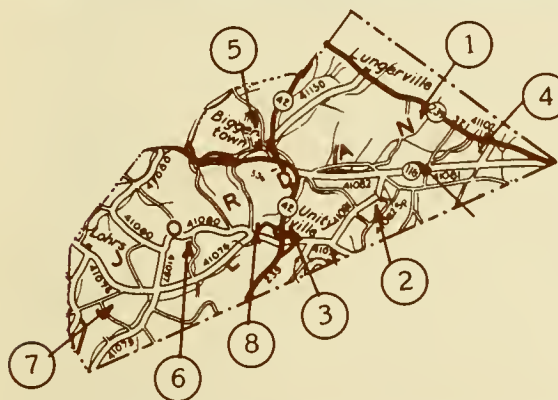
Zuker's School⑪ or Sugar Hill School was built in 1835 in the extreme northwest part of the township. It closed in 1904. Reed School⑫ closed in 1961.



*Kehler School — Ethel Kehler, teacher*



*Mountain School*



## JORDAN TOWNSHIP

Located in the extreme eastern part of Lycoming County, Jordan Township received its name from one Alexander Jordan. He was the presiding judge of the district of which Lycoming County formed a part at that time. Jordan Township was detached from Franklin Township.

Near a place known as Lungerville, the first school-house, the Prairie School①, was built. Its first teacher was Press Yorks. This school closed in 1921. Early records show that William Richard was the teacher of Richard's Grove School② in 1859. This teacher had twelve students; and since Mr. Richard was a mere nineteen years of age at the beginning of his teaching career, some of his pupils were older than he. Richard's Grove School was one of the last to close in Jordan Township in 1962.



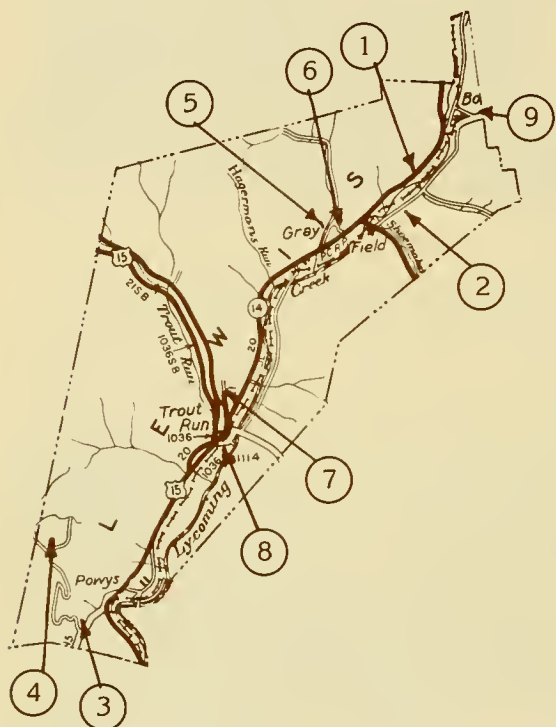
*Peterman School — Roy C. Peterman, teacher — 1919-1920*



The school at Unityville③ was founded because the citizens of that community did not wish to send their children to the rural school at Salem. About 1905 the Peterman School④ was built on land owned by the Peterman family with Albert Boudman being the first teacher. This building, no longer standing, was in use until 1929.

The remaining schools in Jordan Township were Biggertown⑤, closed in 1937; Cleveland⑥, closed in 1940; Gordner or Lore School⑦, closed in 1948; the previously-mentioned Salem⑧, closed in 1962; and Grange School⑨, closed in the 1890's.

A quote from Stewart's *History of Lycoming County* sums up Jordan Township: "The education of youth and the moral culture of the people are not neglected, as they are well supplied with schoolhouses and facilities for worship."



## LEWIS TOWNSHIP

Lewis Township was formed in 1835. It was named for Ellis Lewis, the man who was then serving as circuit court judge of Lycoming County. Lycoming Creek traverses the entire length of this geographically narrow township.

The first school erected in the township was the Pennsdale School in 1841. Abraham Bunnel was the first teacher. In 1842 Bunnel and Samuel Bodine also held Sunday school for about forty children in the school building.

An increase in population made a second school near Pennsdale① a necessity. On August 10, 1878, the school board let a bid of \$245 for the construction of the new 18 by 30 foot building. It was to be built on land donated by Watson Kelly and to be completed by October 15, 1878.

The second school constructed in the township was the Keys School② which was located just north of Fields Station.

The Corter School③ near Powy's Curve was the township's third school. Its original date is unknown, and the history available concerning the school reveals that it was sold at a public auction

on July 24, 1879, for \$8, with the stipulation that the run-down building had to be removed within one week. A bid was let on the same day to have a new building constructed for \$551. The school is pictured here in 1900. The building is now in use as a private home.

The Bobst Mountain School④ was built prior to 1863 and closed in 1938. A cemetery close to this school isolated on top of a mountain dates to pre-Civil War times. The school board minutes of February 24, 1863, indicate that the board members had to investigate charges of abuse of two children lodged against the teacher, Abraham Dersham. The record states:

We proceeded to hear the evidence in the case and after a full and impartial hearing found that there was nothing in evidence to show that he has ever misused them in any way what ever and dismissed the case and ordered the teacher to go on and Teach out his Term of School.

The building is now used as a hunting cabin.

The first Gray's Run School⑤ was near the mouth of Gray's Run. The date of construction is not known. It is reported, however, that a student playing in a tree near the school fell into the stream and drowned. The school was subsequently closed and a new building erected at a different location.

On August 12, 1865, specifications were set by the school board to build a 24 by 24 foot square school building near Gray's Run for \$499. The building was to be completed by December 1, 1865. Former students recall that the funds for digging a well for the school were furnished by the PTA.



Early Gray's Run School — Asher Williamson, teacher



Bobst Mountain School

An 1881 school board suggestion for the second Gray's Run School ⑥ was that the school have two months of summer school and three months of winter school. After due consideration, the board on June 6 "... resolved to have two months Summer School at ... Gray's Run commencing this day." The teacher's pay was set at \$20 per month in the summer and \$30 per month in the winter. The building is now being used as a private dwelling.

The Trout Run School ⑦ was established on May 27, 1854, when the school board resolved that "... we build a school house at Trout Run 28 ft. long by 26 broad ft to be built of as good materials and after the same plan as the house at Thomas Corters ..."

Trout Run's growing population prompted an 1876 school board meeting to be "... held for the purpose of making some arrangement to procure an Assistant Teacher in School No. 3 (the Trout Run School) for the Term of four months from Nov the 29th 1876" In addition, on June 3, 1878, it was "... Resolved to enlarge the School House at Trout Run by extending the building back to the line of the lot and having sliding doors placed so as to divide the room into two separate Schools ... And resolved that the schools be graded by using one room for the primary class and the other for advanced Scholars." The bid for this addition was let on August 10, 1878, at the price of \$390.

A new Trout Run School ⑧ was built in 1909 and was in use until 1959 when the present building was constructed.

One of the highlights in the history of the Trout Run School occurred during S. B. Dunlap's tenure as county superintendent. Dr. Lester K. Ade, state superintendent of public instruction, came to Trout Run to visit and to give a speech in the school where he had received his elementary school education from 1898 to 1907. Dr. Ade's career in education began in 1910 when he became a teacher in a one-room school in Hepburn Township.

Bodines ⑨ had three school buildings in its history. The first was on a hill across the bridge from Bodines. The date of this building is unknown. The second school, also undated, was along the railroad tracks which ran through the village. The third building was built at the east end of the village after the second school had burned and still stands minus its unusual belfry. The school is currently being used as a hunting cabin.



Trout Run School



Trout Run School — The oversized belfry seems to be typical of the schools in Lewis Township. 1909-1959





Corter School



Bodines School — 1959 (at right)



## LIMESTONE TOWNSHIP



Jamestown School — 1923

Limestone Township which borders Nippenose is an area of great beauty and once was thought to be one of the finest agricultural regions in the state. First called Adams Township, it was later named Limestone, a direct reference to the rock strata that underlies the entire valley. Its early population was composed of sober, honest, and industrious people who used its many natural resources to construct sawmills, grist mills and a quarry and to raise stock and harvest grain. It was the only township in the county that published a weekly newspaper. It was this kind of ambition and dedication that prompted the people living in Limestone Township to build their first school in 1824.

Located in the village of Oval, the first attempts at formalized education were made within the walls of a wooden frame structure called Oval #1①. Situated near the center of the township, it was surrounded by fertile farms and was easily accessible to the children living in every direction. This building held classes for the students living in this centralized section until 1892 when the expanding population found its size inadequate to cope with increased enrollments. The structure, however, continued to be useful to the community long after the last pupil had ceased to cross its thresholds, for it served as a place to hold church services, and much later as a shed to store machines. It even remained intact until as late as 1978 when the weight of heavy snow caused the roof to collapse and put an end to its existence.

The building that replaced Oval #1 as a functioning school was more spacious and much more elaborate. Built of brick, it had two classrooms and even an auditorium. Students attending this school could further their education as far as the eleventh grade, and interscholastic sports such as basketball were offered. This multi-roomed school burned in 1917 or 1918 and was later replaced by another brick structure called the Oval Grade and High School. Still standing but now vacant, this building was erected directly across from the site of its predecessor. The brick used

in its construction was hauled by wagonload all the way from the Antes Fort train station, a distance of about six miles.

To educate the growing number of children throughout this beautiful valley, six other schools were built in varying locations. In between the Lochabar area and the Limestone Church a one-room frame structure named the Moore School ② was built. It held classes for the children in that farming area until it closed in 1914.

Located at the same end of the township in the fields above Millport Hill was the site of another one-room school built of red brick. A small porch was attached to the front entrance and outside toilets of matching brick occupied corners of the back lot. Commonly called Eck School ③ or Ecktown, it derived its names from the large number of people named Eck who lived in the vicinity. Although the main occupation was farming, one family owned a lime kiln. The average attendance of the school numbered sixteen, and it was this low attendance that figured in its closing in 1921.



Collomsville School — Miss Defrain, teacher — c. 1894. Notice that the picture is printed backwards and that the flag has only 45 stars.

Another brick school located south of Oriole taught the children from that community and as far away as the county line. Named Jamestown School ④ it was converted into a family home by the Bill Lehman family and is still standing today. The interior of the school, equipped with most of the standard items, included an organ and kerosene lights on the windows that served to illuminate the dark winter days. Drinking water was obtained from a local store in Oriole with the use of a pole with a bucket on the end. Some boys rode horses to school, and a woman teacher even utilized this method of travel, boarding the animal in a farmer's barn while school was in session. The usual amount of schoolboy pranks took place at Jamestown. The boys especially enjoyed magnifying the sun's rays through a curved glass until the intensity of the light ignited the objects underneath. Fortunately this type of amusement was done in moderation, for Jamestown was one of the last two schools to close in the township, shutting its doors in 1943.

At the opposite end of the township stood a frame school in a rather remote location. Named Mountain ⑤ because it was situated among picturesque mountains, the school was often referred to by local residents as Mosquito Valley. The basic livelihood in this locale was farming, and many of the boys and girls that attended this school were required to help their families with the crops. Mr. Fred Hampe, a very knowledgeable resident of Limestone Township, remembers an incident that happened to his father, who was a school director for the area. One day in October Mr. Hampe's father drove his horse to Mountain School to check on how the teacher and the school year were progressing, only to find the bewildered teacher in front of an empty classroom. Ques-



tioning the teacher about this strange state of affairs, he learned that this had been happening every day since school started in September. The teacher had traveled to school every day, had opened the doors and had made preparations for the school session to begin. At the end of the day she closed her books, not once seeing a sign of a single pupil. It turned out that all the children had been employed picking potatoes, and once the crop was completely harvested, attendance resumed at a normal pace. Mountain School continued functioning until 1918, when decreasing numbers of students forced its closing.

Below Mountain School lies the little town of Collomsville⑥, the site of a brick school named after the village itself. Located across from the Lutheran Church, the school has since been converted into a private home. This building was built in 1905 and has more than one room. It was another of the last schools in operation, also closing in 1943. There were, however, two frame schools long since demolished, that stood next to this building and that were constructed in the one-room tradition. The first of these frame buildings was also referred to as the Collomsville School, but it became ineffective when the population grew too large, and an additional frame structure was built next to it to house the overflow of pupils. In 1905, the school directors contracted Adam Eck to construct the present brick building for \$3,500.

The one frame building was torn down to make room for the new brick structure, and for many years the other frame building and the new brick school stood side by side. While the brick Collomsville school was holding classes, the old frame building to its right was being used as a voting place and gathering spot for making rag carpets on a loom. The frame school also had to be reopened after the Oval school burned to serve as an instructional building for the older grades. In 1944, a man named Lewis Ream bought this frame building and tore it down for its lumber.

Proceeding from Collomsville over the mountain toward South Williamsport we find one more school before reaching the end of the township line. In a field along Stopper Road stands the neglected remains of a brick schoolhouse named Reidy⑦. Presently used as a storage shed by the Clarence Stopper family, the crumbling foundation is a reminder that time will soon eliminate even the sturdiest evidence of one-room schools in Limestone Township. Reidy closed its doors in 1920.

*Few one-room schools were equipped with more than the basic necessities. Pianos, victrolas, and even sports equipment were luxuries the teacher purchased herself or raised funds for by conducting box socials. Mrs. Gertrude Bitner discovered a novel way of securing such extravagances while teaching at the Collomsville School in Limestone Township.*

Late in April one of her students missed a few days of school. When asked about his absence, he claimed he was making cider. Because Mrs. Bitner liked cider, she asked him to bring a gallon the next time he came to school and she would buy it. Though the regular selling price for cider at that time was 35¢, the boy charged her \$3.00. Attributing the high price to the belief that many people thought school teachers were rich, Mrs. Bitner was anxious to taste this expensive brew. Much to her surprise, the homemade cider was actually real whiskey made from a still. The student probably had no idea what he was selling, or he wouldn't have picked his teacher as a customer. As it turned out, the boy was a relative of a school board director and at the very next school board meeting, Mrs. Bitner promptly asked for a movie projector, and a victrola. She received the items she requested with no questions asked, and had one of the best equipped schools in the township.



*In addition to the county superintendent and various school directors, some of the most critical observers a young teacher encountered were the students' parents themselves. Generally supported by the parent population, the one-room school teacher had to maintain an aura of dignity and adhere to a strict moral code to secure the respect of these adults. One young teacher's credibility was almost endangered when the Oval School in Limestone Township bought their first radio. Regular instruction came to a halt, as the entire class anxiously awaited their first radio experience — the noon news. Mrs. Gertrude Bitner was teaching in Oval at that time, and vividly remembers the advertisement that accompanied this newscast. Brozman's department store was appealing to new mothers-to-be by advertising a free booklet for the pregnant woman. Mrs. Bitner was quite concerned about how this type of promotion would be received at home when the children were dismissed for the day. Some parents were upset and wrote notes to her, but apparently no lasting reprisals resulted from the ad for Mrs. Bitner held that same teaching position for about seven years.*



## LOYALSOCK TOWNSHIP

In the late 1800's Loyalsock Township had the largest population of any Lycoming County township and is believed to have had as many as twelve schools at one time. There are conflicting accounts as to exactly how many of these were one-room schools. One must remember that prior to 1923, the township boundaries included a large section of what is now Williamsport, including the Vallamont and Grampian areas. When Williamsport annexed these two areas in 1923, the township lost a large

section of its school district to the city.

Records show that school was first taught about 1820 by Abraham Zallman in an old, log tenant house on the road from Williamsport to Warrensville. The first school building in this township was a private school on the southwest corner of Meade and Sherman streets. This building is now a private home.

The first public school east of the city line was Limestone School①. This brick structure was located on the corner of Westminster Drive and East Third Street, near where the Colonial Motel now stands. The school was named for the natural resource mined in the area and served the children of the quarry workers.

The Sand Hill School②, also brick, was located on the Montoursville Road. At that time Montoursville Road, which is now Edercrest Drive, passed by the building of the Williamsport Country Club and through woods to the present Warrensville Road. The school stood midway between the Warrensville Road and the crest of the hill. The majority of the residents served by this school worked in the local quarries; others were farmers. This building was sold to the Boy Scout troop from Pine Street Methodist Church and used as a club house.

There were two brick schools which served the farming community of the township. About three miles north of Montoursville Road at the corner of Warrensville Road and what is now Walters Road was the school named Mill Creek③. It was so-named for the small creek at the rear of the school grounds. Another school called Fairview④ was located on Fairview Road and served the area west of Mill Creek and north of Four Mile Drive. Both schools are still standing and are currently used as residences.

Another school was located at the Y formed by the intersection of Northway Road, Quaker Hill Road, and Northway Road Extension and was thus called Union School⑤. This was the first school in the area made of logs. The original log building was destroyed by fire, and about 1825 a stone schoolhouse was built to serve the center of the township. This stone structure was then replaced by a new brick school about 1860. When this last Union School was closed in 1929, the building was sold to a local church and used as a social hall.

The Eagle School⑥ was constructed on Bloomingrove Road, three miles from the intersection of Grampian Boulevard and Market Street. Rumor says the school was so-named because eagles nested in this area. This brick school was built on a slope and was one of the few one-room schools with a basement for storage of coal and wood. This school is now a home and wood-working shop.

The Grandview School⑦ was situated on Cemetery Street, north of Rural Avenue near Wildwood Boulevard. The name supposedly referred to the view of the western part of the city, the Susquehanna River, and Bald Eagle Mountain. This brick facility was sold to Wildwood Cemetery and then torn down.

The brick Heshbon School⑧ was located on Heshbon Road and was named for the iron foundry that was in that vicinity. (*Heshbon* is a Biblical term meaning a *place of fire*.) When the school closed, the building was sold to an adjacent church and later demolished.

The history of the Sheridan Street School (until 1923 part of Loyalsock Township) began with a log schoolhouse⑨ built on the north side of Sheridan Street east of Sherman Street. This school served the residents of the area known as Lloyd's Addition (land north and east of the city). When the log facility became too small for the growing community, a new brick four-room school was built on the southeast corner of Sherman and Sheridan Streets. This Lloyd's Addition School is now the Christian and Missionary Alliance Church.



The most significant educational figure from Loyalsock Township was J. George Becht, a state superintendent of schools. The building of the Becht Elementary School in 1929 marked the close of the Limestone, Sand Hill, Mill Creek, Fairview, and Union Schools. The six-room addition to the school in 1936 signaled the close of the Grandview, Eagle, and Heshbon schools.



*Limestone School in background*



*Heshbon School*



*Grandview School*



*Sand Hill School*



*Inside Heshbon School — Mildred Park, teacher*

# LYCOMING TOWNSHIP



In 1858 Lycoming Township was formed from territory taken from Old Lycoming Township. Three of the industries essential to the development of north central Pennsylvania — farming, milling, and lumbering — were predominant in this locality. Along the creek for which the township is named could be found good flag and building stone; thus numerous quarries evolved. Near these centers of activity six one-room schools sprang up.

The first school was built on land deeded to the Lycoming School District on September 18, 1862, by William and Sarah Andruss. This school was known as the Biehl School① and remained in service until 1876. At that time the pupils were moved to the Pleasant Hill School② at Mount Pleasant until it closed as a school in 1941. All of Lycoming Township's schools are frame buildings.

A school was built at Maple Spring and was called Maple Springs School③. Closing in 1948, the building was then used to store farm machinery and has since burned.

The Perryville School④ was built off Route 973 at the foot of the hill in Perryville. Those who were students fifty years ago remember that behind the school the tail race from the nearby mill provided a place to fish for suckers. That was until Lucy Corter, their teacher, caught them. Besides suckers, the boys caught crabs to put down the girls' backs. Miss Corter is also remembered for boiling chestnuts over the stove for a noontime treat. Another teacher there, Florence Kinley, sent the pupils to cut their own switches when they needed to be disciplined. Closing as a school in 1949, the building now serves as a residence. Still standing and fondly remembered in front of the building is the large oak tree, over one hundred years old.

The State Road School⑤ was built on the road for which it is named. One teacher who had one of her first teaching experiences here prior to WW I remembers it as two of the happiest winters of her life. Another teacher, probably in the late 1920's, was the fifth substitute in the building. Before beginning work, a director and she had to clean up the toilet paper that had been spread throughout the room as well as to get rid of the snake that was curled on the teacher's chair. The building remained in use until 1949.

The school at Quiggle's Place, known as Quiggleville School⑥, closed in 1949. This school's well was paid for with money earned from a box social. After Lewis Township's Corter School closed, those students attended school at Quiggleville. The first students from this school to attend a high school in Hepburnville hitched rides on passing coal trucks to reach the closest bus stop at Cogan Station. Today the building has been turned and moved a few feet into the woods and is used as a dwelling.



*Perryville School — Elizabeth Ely, teacher — 1948*



*Pleasant Hill School — 1906*



# McHENRY TOWNSHIP



After sixteen years of the area citizens' fighting for a new township, McHenry was formed from Cummings and Brown townships on August 21, 1861. It was named for A. H. McHenry, a Jersey Shore surveyor who had been instrumental in the township's formation.

The first school within the township was taught by Robert Young in 1804, and the first schoolhouse was built about a half mile above the mouth of Callahan's Run in 1808. By 1891, there were four schools: Jersey Mills, Cammal, Ross, and Mt. Zion.

Records show that a Herriott School ① closed some time in the 1890's. The Ross School ② served a small farming community at one time until it closed in 1912. The community of Bluestone was one of farming and lumbering. In addition, its

quarries provided the bluestone sidewalks of Williamsport. No longer standing, the Bluestone School ③ closed in 1908. Mrs. Mildred Campbell Moore's grandfather had donated the land for the school with the stipulation that the land revert to the family when no longer used for a school building's location. Mrs. Moore attended and later taught at the school. One inside feature that is remembered is that it had a huge blackboard.

In addition to teaching in the Bluestone School, Mrs. Moore also taught in the Cammal School ④. Throughout her teaching career Mrs. Moore influenced a number of students to go on to the Muncy Normal School and become teachers. Among them was Gertrude Moore who subsequently taught in McHenry Township before going to Jersey Shore to teach.

The Cammal School had two stories. The first floor was for the primary grades of one through four, and the second floor was for the grammar grades of five through eight. When the mill closed around the turn of the century, the population dwindled. The second floor was then used for extra-curricular activities, school board meetings, and as a polling place. In 1977 the building was razed.

Three miles up the hill northeast of Cammal is Okome ⑤, an area once known as Mt. Zion, which was, until the Civil War, a lumbering community. After the end of the lumbering era, the residents turned to farming. Okome had at least three school buildings in three different loca-



Okome School — 1917



Okome School — late 1800's

tions. One school was in use in the 1850's. Another building closed as a school about 1880 but remained standing until it burned in 1913.

Collins and Fred Swarthout have told about the last building. Newton Thompson donated the land for the school which was to revert to the family when the building was no longer used as a school. The Swarthouts' mother was one of the first to attend school in this Okome School, and Collins was one of the last graduates of the school prior to its closing on April 21, 1933. The wood from the school is now part of the Beulah Land hunting cabin. Because the school district was somewhat isolated on a mountain top, the attendance averaged only eight students. Between June, 1930, and February, 1931, the school was closed due to feuding among the McHenry Township school directors. During that time, the students attended Cammal School. Collins recalled that once the bus that drove them down the steep hill did not have any brakes.

The Swarthouts had many stories to tell. Fred, for example, told how he had taken the weight off the clock in order to make time go faster, thus making the school day shorter.

The Jersey Mills School⑥ is located on land donated by Richard Stradley. In addition to being used as a school, the building was also used for Methodist Church services. Today the building is used as a personal residence and looks very much as it always did except for an additional room and the missing belfry, lost when a tree fell on it.



*Cammal School*



*Blue Stone School*



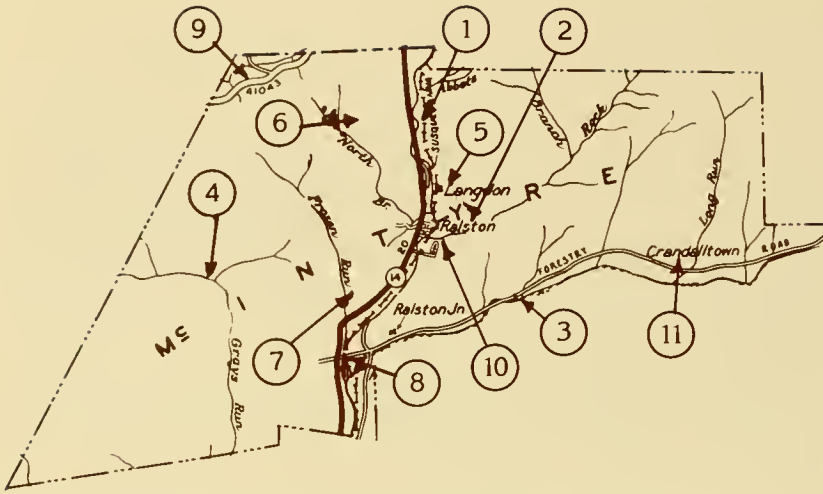
*Jersey Mills School — The rooms on either side of the belfry were added as cloak rooms and chemical toilets. The pipe in front is an air vent for the toilets. c.1926*

*Trout Run March 20th 1882*

*It was resolved to stop the boys playing ball near the school house & throwing balls & stones over and against the buildings —*

*Excerpt from the Lewis Township School Board Minutes*





## McINTYRE TOWNSHIP

McIntyre Township was formed in 1848 from a section of Lewis Township. This mountainous area is now known for its coal mines; however, large sawmill communities once populated the hills of this township. The communities grew up around the sawmill and thrived while the sawmill was in existence. Each community had its own school.

Such was the case of Carterville or Lynnfoot School ①. It was part of a sawmill community which was situated halfway between Roaring Branch and Langdon. This school closed in 1868. McIntyre School ② was part of the village of McIntyre. Non-existent now, the village at one time comprised 170 dwelling houses, one store, one church, and a schoolhouse. The McIntyre School was in existence from 1844-1890. Other sawmill community schools were Pleasant Stream School ③,



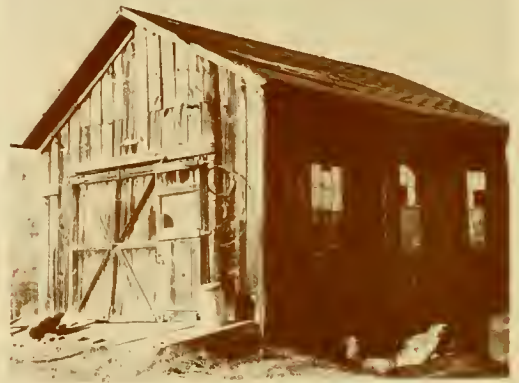
*Crandalltown School*



*Marsh Hill School is used also for Bible School.*



*Sechrist School*



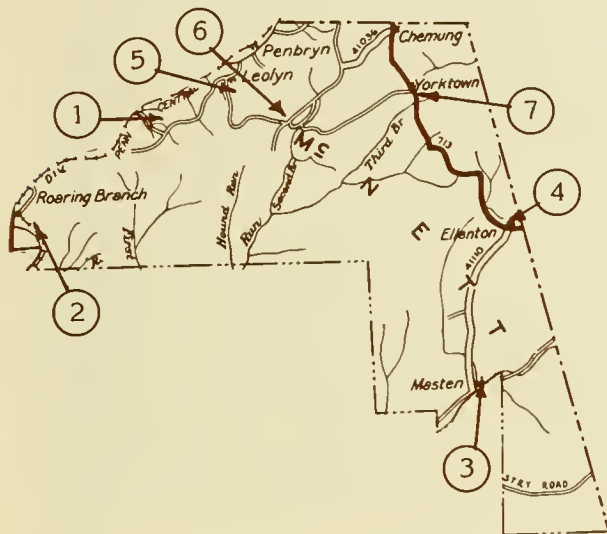
*Sechrist School*

closed in 1919; Grays Run④, which closed in 1912; Langdon School⑤, which closed in 1917; and Red Run School⑥. The latter school had three rooms. The first room was closed in 1906, the second in 1916, the third in 1920.

From 1844-1890 Astonville School⑦ was at the mouth of Frozen Run. This school was part of an iron furnace community in that area and closed when the iron furnace was destroyed. The children remaining in the area then had to walk to Marsh Hill to school. The Marsh Hill School⑧ was used as a one-room school until 1946. The building is kept in good repair as a hunting camp.

The Sechrist School⑨ at one time served only three families. When the school closed in 1913, Mr. Fred Brannaka moved it up a steep bank and used it as a garage.

Ralston's first school⑩ was in South Ralston. The first and second grades of this school were closed in 1892. The building was then used for a butcher shop and later razed. The Crandalltown School⑪ served a sawmill community.



## McNETT TOWNSHIP

McNett Township was formed from a portion of McIntyre Township in 1878. The name McNett came from the name of one of the petitioners who requested that the township be separated. This area is noted for coal and iron ore. From 1837-1847 iron was made in this mountainous township.

The first school in this area, Union School, built in 1858, was to serve Union and McIntyre townships, of which McNett Township was a part. At about the time McNett Township was formed, the school was closed.

Mcllwain School① was probably built about fifteen years after the end of the Civil War. The school was named for Joseph W. Mcllwain who was instrumental in having the school built

and who served for many years on the board of directors of McNett Township schools. The school served the area until 1941. The building has been razed.

A schoolhouse was built near the railroad's ascent of the mountain at Penbryn. The village and school were given the Celtic name *Penbryn*, meaning *head of the mountain*. This name was later changed to Carpenter. This village had a steam sawmill owned by E. W. Sweet.

Roaring Branch had a school② east of Lycoming Creek in the 1880's. No other information could be obtained about this school.



Parson's Hill School



Masten School



Masten was a sawmill village containing some ninety homes plus various buildings. It was located on the border of two townships — McNett and Cascade. Because of this, there were two schools — one in each township. The Masten School ③ in McNett Township was closed when the sawmill ceased operations in 1933.

Several other schools in the township were the Ramsey School, built sometime before 1892; the Ellenton School ④, closed in 1945 and currently used as a hunting cabin; Leolyn School ⑤, closed in 1928; and the Parson's Hill School ⑥, built before 1892 and closed in 1946. The Parson's Hill alumni still hold annual reunions. Yorktown School ⑦ (pictured on page 35) closed in 1919.



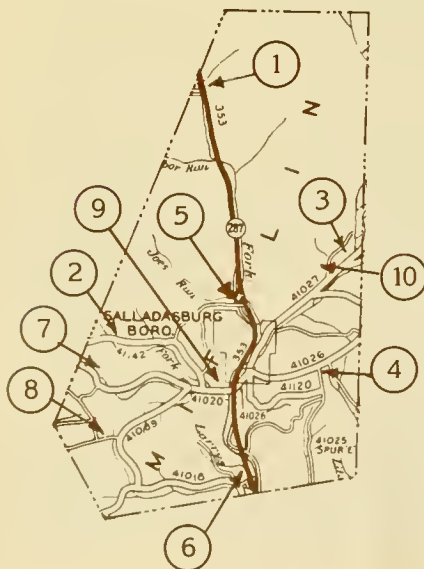
*McIlwain School — Lulu E. Saxon, teacher — 1910-1911*

## MIFFLIN TOWNSHIP

Mifflin Township, one of the earliest townships in the county, was created in 1796 by dividing Lycoming Township and naming the new area for Governor Thomas Mifflin.

A school was taught near the site of the region's first sawmill in an abandoned building in 1829. A schoolhouse, built in 1834 upstream from the location of the first school, also was used as a place of worship. Louis F. Carey was the teacher.

Early citizens of Salladasburg had many differences among themselves and, consequently, could not agree to have a building suitable for a school. The children, therefore, had to go to school in the available church facilities. Eventually a frame school building, with a second floor to be added later when needed, was constructed. A second frame building was built by G. H. Cline in 1876, at a cost of \$1,200 and was in use until 1936. The bell from this school is displayed behind Cohick's Trading Post in Salladasburg. The first primary teacher was Miss Sadie B. Hooven who taught a total of fifty-one years, forty-seven of which were in Salladasburg.





*Brick School — 1907*



*Chestnut Grove School — August 18, 1940 — first home-coming*



*Original Chestnut Grove School*



*Main Creek School — 1932*



*Inside Main Creek School — Myrtle Lillian Moyer, teacher — c. 1920*



*Salladasburg School*

In 1880-1881, Wildwood School① stood at Stony Point, a lumbering village at the bridge to Puterbaugh Mountain. Both the Harrer School②, 1885-1890, and the Stably School③, 1880's, served sawmill communities. Peter Schneider, a strict German teacher at the Stably School, is said to have thrashed one pupil, Elwood Thomas, three times during one class recitation.

As of 1876, there were six schools in Mifflin Township. By 1891, there were seven: Chestnut Grove, Main Creek, Plank Road, Mud Run, Forks, Brick, and Friedens.



There were two Chestnut Grove schools④, both of which were located in the same field. The second school closed in 1943, and was torn down in 1948. The title to the land then reverted to the land owner.

Located along the road for which it was named, Plank Road School⑤ closed in 1902. Plank Road had been built between the mouth of Larry's Creek and English Center to enable lumber to be hauled more easily.

Fredrick Friedel offered land for the building of a schoolhouse on his farm. Mrs. Ruth Pepperman, his granddaughter, recalls moving to the farm from Williamsport in 1906 to attend the school, called the Brick School. At that time the Brick School⑥ was closed, but after Ruth Pepperman's father checked on the number of school-age children nearby he found the school could be supported, and it was re-opened for several years before its final closing. The building is now a residence.

Mud Run School⑦ closed in 1930, and Canoe Run or Friedens School⑧, closed in 1946. Both were frame buildings.

In 1949, the last two schools in the township, First Fork or Forks⑨ and Main Creek⑩ were closed. During their last years, they shared the education of the area's scholars. One school had grades one through four while the other had grades five through eight.

The students and their teachers have varied school memories. Several, for example, mentioned diseases such as scarlet fever, diphtheria, and head lice. When the snow was deep, both students and teachers had to employ unusual means of transportation. Mrs. Rebecca Richards remembers four little boys and one little girl riding mules to the First Fork School from a farm about a mile away. After the students had arrived at the school, they would give the mules a pat on their rears to send them on their way home. From 1916 to 1919, Myrtle Moyer Johnston taught in the nearby Main Creek School, the school she had attended earlier. In deep snow she often would ride her horse to the porch of the school and then send the horse home. Sometimes her father would take her in a sleigh.

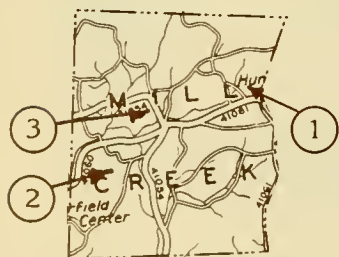
Today the First Fork School is the township building, and the Main Creek building is a private dwelling.



First Fork School — John Pepperman, teacher — c.1898



Salladasburg School — Miss Sadie Hooven — c.1895



## MILL CREEK TOWNSHIP

Mill Creek Township, established in 1878, was the youngest of the large family of townships into which *Old Muncy* was divided. The sources of Mill Creek rise and drain most of its territory, hence its name. Residents of the area made their living by the soil after nearly all the valuable timber had been removed. Huntersville, established in 1849 and located on the Wolf Township line, housed the only post office.

There were three schoolhouses, all wooden in structure, located as follows: the Gortner School or Mud Hole①, as it was sometimes called, about one mile west of Huntersville and closed in 1928; the Baier School②, still standing on the Woody Hollow Road between the White Church and the Allegheny Grange, closed in 1947; and the Hites School③, three-quarters of a mile north of the Allegheny Grange and a mile east of the Heilman Church, closed in 1947.

## MORELAND TOWNSHIP

The word *Moreland*, as described by the old dictionaries, referred to a *hilly country*, and it can be inferred that this township, located in the extreme southeastern part of the county, was given its name for just that reason. *Hilliness* is a striking feature of the extensive territory that this township covers. Moreland had two grist mills, two steam sawmills and two post offices. The principal occupation was farming.

The following information, taken from *One-Hundred Years of County Superintendency* states that a school known as the Eight Square School was:

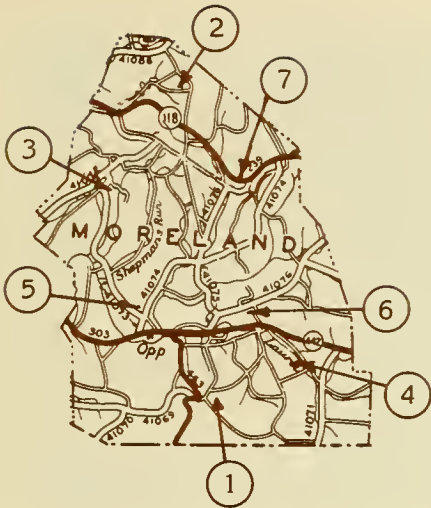
The first schoolhouse in Lycoming County . . . built in Moreland township in 1796. It was made of round unhewn logs, with two windows made of greased paper. There was a clapboard roof. A pine board supported by pins along two sides of the room, furnished the writing desk. Long pine slabs, on four good substantial pegs, made the seats. An

open fireplace, piled high with hickory logs provided the heat and much of the light. Barmond Barkelow was the first teacher and the only books used were the New Testament, Dilworth's Speller, and an Arithmetic.

Another schoolhouse which was used by children of the early settlers was located on a farm owned by Jacob Springman in 1800. The teacher was a Mr. Terman. The house was primitive in design and structure.

History of Moreland Township shows that there was a total of seven schoolhouses. Pleasant Grove or Back Bone①, as it was sometimes called, was located on Route 442 between Muncy and Bloomsburg. It was closed in 1926 and is no longer standing. Green Valley② was a wooden structured school, located northeast of Hughesville on the Green Valley Road. It closed in 1937. Hill School③, one mile southwest of Route 118 at the top of Warren Hill, closed in 1946. Laurel Run④, one mile south of the three-lane highway between Muncy and Bloomsburg, closed in 1947.

Other schools included the Opp School⑤, which operated until 1954 when it was razed; the Eight Square #2⑥, closed in 1958; and the Frenchtown⑦, located on old Route 118 between Hughesville and Lairdsville, closed in 1962 and now used as the Canusarago Grange.



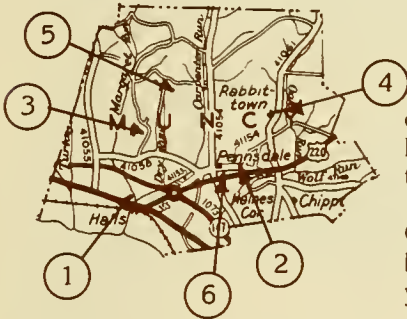
## MUNCY TOWNSHIP

The first township in Lycoming County, Muncy Township, was carved from Northumberland County in 1772, twenty-three years before Lycoming County was created. Its name was derived from the early inhabitants — the Monsey Indian Tribe.

It is not surprising that the educational system of Lycoming County began in this area. The first settlers were of the Quaker belief and their intense beliefs included the education of the young in the same faith.

In 1768 when Samuel Wallis, also a Quaker, arrived to establish his estate at what is now Hall's Station①, the area was a densely forested wilderness. He began building Longreach (Muncy Farms) in 1769 and records show that by 1794 he had in his employ a schoolmaster to provide education for his seven children. (See *Homes and Heritage of the West Branch Valley*.) He had a small schoolhouse on his Muncy farm near the present intersection of old Route 220 and Route 405. Later this building was moved south across the road. This structure was destroyed by fire in 1800 and was rebuilt on the original site, the north side of the road. It was last used as a restaurant (Tiffany's Parlor) before it was razed to make way for the Lycoming Mall in 1979.

The Society of Friends (Quakers) began a school in Pennsdales② in 1793. By 1801 seven men were charged with the care of the small schools then in existence. In 1805 William Ellis donated the land for a new schoolhouse. A log schoolhouse was constructed and was made spacious







*Friends School*



*Halls Station School*

enough to accommodate the children from other meetings. This building had an aisle in the middle with tiers of benches and desks on each side. The backless benches held four students. A big ten-plated, wood-burning stove in the center of the room provided heat. The first teacher was James Kitley of London, England. Neither blackboards nor maps were used for instructional purposes for quite a while. A committee of six men and four women was appointed to visit the school.

The *new* Friends Quaker School, built of stone in 1859, had desks and chairs that were screwed into the floor. William Winner, a carpenter and mason, was responsible for its construction. This school remained under the jurisdiction of the Quakers until 1946 when it was purchased for use as a private home by Mr. and Mrs. Grant Bussler. Mrs. Bussler, the former Mary Frye, was the granddaughter of the builder, Mr. Winner, and teacher when the school closed at the end of the summer term in 1915.

An unhewn log cabin on Main Street and East Water Street is said to have been the first school within the present limits of the borough of Muncy. It was built prior to 1800 of round, unhewn logs and roofed with bark. The regulation pine slab, with four pegs in it, was used as a seat.

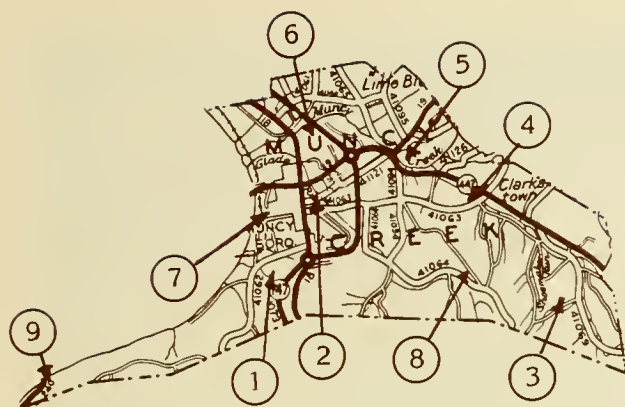
The main sites used for schoolhouses in this township were Bush<sup>③</sup>, closed in 1947; Halls Station, closed in 1936; Oak Run<sup>④</sup>, closed in 1948; and Centre<sup>⑤</sup>, closed in 1934; Pennsdale<sup>⑥</sup>, closed in 1934.



*Pennsdale School — Leo R. Guillaume, teacher — 1905. The first boy in the third row is Clarence McConnel (see dedication and preface).*



*Bush School*



## MUNCY CREEK TOWNSHIP

Muncy Creek Township was taken from the large township of Muncy in 1797. The first school sessions held in Muncy Creek Township were taught by Moses Rorick in the Old Emanuel Lutheran Church located between Muncy and Hughesville in 1800. That same year, a schoolhouse called Shane School① was opened. It was situated on what is now known as Musser's Lane in the southwest corner of Muncy Manor. The school's last teacher

was Francis McConnell (1917-1918), with the school directors closing it during his last year.

About 1816 the Quakers of Pennsborough (Muncy) erected a log schoolhouse, known as the Guide School House② with George Hogg as the first teacher. The school also was known as Guide Grammar of East Muncy. There is speculation that the term *Guide* was derived from guidance as used in a religious sense. While this early school was established primarily to provide religious and educational background for the Quaker children, it soon was opened to the children of other religious denominations.

A brick structure, replacing the original log building in 1824 or 1825, was called the Union School and Meeting House. It was opened to all denominations and governed by a board of trustees of mixed religious backgrounds. Samuel Rogers was the first superintendent. With the passage of the Free School Act in 1834, the school came under the jurisdiction of the Muncy Creek Township board of school directors.



*Guide Grammar or East Muncy School*



*Old Port Penn School*

Turkey Bottom School③, one of the first one-room brick schools, continued to be used until 1932 when it was consolidated with a new school in Muncy. The building was purchased and converted into a private residence.

A road now crosses the site of Clarkstown School④. The first school in this area was built of wood. A flooding of Little Muncy Creek washed away the foundation and a brick school was built on the opposite side of the stream. An 1870 record book refers to this school as the Penn Mills School. This too closed with the opening of the new consolidated school in Muncy in 1932.

The first schoolhouse between Muncy and Hughesville, located at Shoemaker's Mills⑤ was called by this same name. After the mills were dismantled, the school received the name of Fairview. This building is still used as a private home.

Charles Lose, a noted Lycoming County educator, once taught at Northwest School⑥ also



called Buckley School, located just outside Muncy on the road to Williamsport. It too is now used as a private home.

One of the few two-room schools was the one at Port Penn⑦.

The original building for Glade Run School⑧ was constructed about 1870, about two and one-half miles southeast of Muncy. With the spring flooding of Glade Run, a new schoolhouse was erected on the opposite bank of the run.

Muncy Dam School⑨ served a community of canal workers and river workers. It was located at the extreme western edge of Muncy Creek Township at the site of the dam. This location is so remote that the road leading to the site of the school is impassable, and the schoolhouse was abandoned long ago.

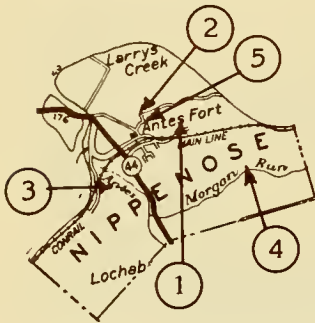


Fairview School as a home



Fairview School

## NIPPENOSE TOWNSHIP



The township that once abounded in fertile farms and productive mills was first originated in 1786 and given the name *Nippenose*, an Indian term meaning *like the summer* that referred to its warm and gentle climate. Situated between high hills, it was an area that offered a diverse selection of livelihoods. The choice land bordering the river was ideal for farming, and a body of water known as Antes Creek provided the settlers with the necessary natural resources to establish a woolen factory and flour mills. This variety of occupations was an incentive to early settlers, and soon the growth in population was steady enough to warrant schools.

The first school erected within the boundaries of Nippenose Township was located somewhere in the area of Antes Fort and simply called Eight Square①. It was distinctive because it was one of only two octagonal structures in the county constructed entirely of logs. Closed in 1868, it was replaced by a more refined frame building that was named Granville #1②.

This first Granville School was a wooden structure that was built in a field rather centrally located and in the general area of its eight-sided predecessor. For a number of years it served the educational needs of the industrial workers living in and around Antes Fort. A white frame building, this school educated the children from the late 1800's and early 1900's until age and wear forced its closing in 1911.

While Granville #1 was still holding daily sessions, another frame school was constructed, this one built to educate the children living along the river and on the island between Jersey Shore and Antes Fort. Named the River Mill School③ because of its proximity to the Susquehanna River, it was situated on the side of a hill near the present site of the Fort Antes graveyard, and not far from the famous Revolutionary Fort Antes. Because of the steep bank and the busy road below, it was not an ideal location for a child's safety. It did, however, provide the children with a picturesque view of fields and river and afforded them ample recreation in the form of gathering hickory nuts from behind the school and apples from a neighboring orchard. Like many of the



*Granville School #1 — April 4, 1904*



*Granville School #2*

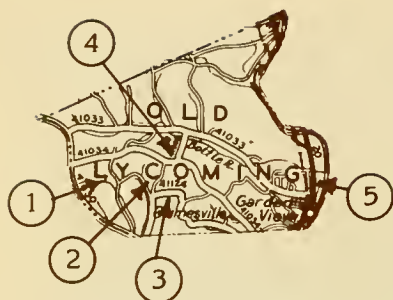
schools, water was supplied by a nearby farm, but in this case it was not a sought-after commodity because the source contained sulphur and emitted a rancid odor. Before a new decade had begun the area serviced by the River Mill School was abandoned by many families and the half dozen children remaining were not enough to keep the school in operation. It was closed in 1919.

Located in the Bald Eagle Mountain Range is a secluded valley known as Morgan Valley. Within these mountains a small and fertile farming community existed and built a one-room school named after the valley itself. The Morgan Valley School<sup>(4)</sup> had a nice play yard and was of the wooden frame construction, complete with pot-bellied stove and water crock. Its teachers often lived in Antes Fort and traveled the eight miles to school in all kinds of weather. Some remember their winter clothes being frozen on the bottom from making the long trek in winter, and of sliding down the icy road on the return trip home. Due to the isolated location of the school the classes were very small, a factor that caused its closing in 1921. Its usefulness did not end there, however. Like many of the frame schools, it was purchased by a private citizen and dismembered for its fine lumber. That lumber was then transported to Antes Fort and used in the construction of a home that is still standing today.

Located across the road from the first Granville school building, stood the last of the one-room schools, a sturdy brick structure given the name Granville #2<sup>(5)</sup>. Continuing to educate the children whose ancestors had attended the Eight Square and later Granville #1, this building also opened its doors to the remaining few students who had gone to River Mill. Some noticeable changes were made in the construction of this school. Although it is classified as a one-room school, it contained two floors with an upstairs teacher and a downstairs teacher. Rectangular in shape, it had a porch and a belfry.

Inside, wainscoting was built from the floor halfway up the plastered walls. The walls were not as simple as some of the earlier schools for they were adorned with pictures that included Sir Galahad hunting the Holy Grail and a doctor bending over a sick child. Because of the active involvement of the P.T.A. the school had some basic sports equipment, a phonograph, and even the fundamentals of a small library. Perhaps the most noticeable difference between this school and its ancestors was the replacement of the pot-bellied stove with a hot air furnace. The teacher still fueled the fire, but it created a more even heat with air vents located in the side walls. It even created a source of amusement when one of the older boys placed a chunk of limberger cheese in the air vents and class was dismissed early. This school continued until 1923 when a cracked foundation and the need for more room forced its doors to close and terminated the era of the one-room schools in Nippenose Township.





## OLD LYCOMING TOWNSHIP

Old Lycoming Township was formed in 1785, more than nine years before Lycoming County itself was formed. Being one of the original townships, it was first known simply as Lycoming Township. When the new Lycoming Township was formed in 1857, this area was then designated as *Old Lycoming*. Over the years this farming community was served by a number of one-room schools.

Little is known about the J. Pitcoe School ①, the earliest school in this area, which closed prior to 1880.

The original Oak Grove School ② was a brick structure built before 1892 and located near the present Williamsport Area Senior High School. On March 27, 1917, this building was destroyed by a hurricane while school was in session. Many children were injured and some narrowly escaped death. A new frame Oak Grove School ③ was then built to replace the demolished building (pictured on page 26). Some years later an additional paste-board classroom was built in back of this school to handle an increased number of students. The Oak Grove School finally closed its doors in 1952.

The Bottle Run School ④ was a brick structure also built before 1892. It was located off Bottle Run Road on what is now Grange Hall Road. The school closed in 1945 and is now a home.

The children of the Garden View section of Old Lycoming Township have been educated in a Franklin School along Lycoming Creek Road since before 1892. The date of construction for the original one-room frame building is unknown. At some time this frame school was replaced by a one-room brick structure, built where the present Franklin School now stands. This Franklin School ⑤ was similar to most one-room schools of the time. While the school had a very small play area, the students who attended remember making their own fun playing in *the Maples*, two rows of beautiful trees near the schoolhouse. As the area's population grew, need arose for a larger facility. Sometime between 1920 and 1925 the old brick school was torn down to make way for community growth and a new four-room building was constructed. At first only two rooms were used, but as need developed each successive classroom was put to use.



*Oak Grove School #1 — after hurricane of 1917*



*Paste-board building at Oak Grove*



*Early Franklin School*

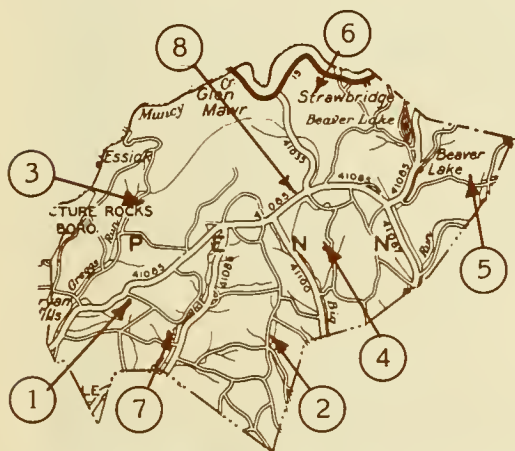


Bottle Run School

"Of all the memories of the past,  
Those of school are the ones that last"



Franklin School — 1919-1920



## PENN TOWNSHIP

Penn Township, formed in 1828, was named for Penn Township in Berks County. Tobias and Isaac Kepner who had moved from Berks County received the support of the court to use that name in Lycoming County.

Some one hundred and twenty-five years ago, the first Superintendent of Schools for Lycoming County, Jesse W. Barrett, reported two hundred and twenty-two scholars attending the five schools of Penn Township. It was estimated that the cost of teaching each student for one month was forty-eight cents. The schools were open for four months at that time and teachers were paid from \$15.00 to \$21.25 per month, the higher figure being that for each of the four men teachers. The tax collector se-

cured \$330 of school tax and the state appropriated \$54.59.



Frantz School



Muncy Creek School



The number of schools eventually grew to eight. Of these, two remain standing. The Frantz School① closed in 1947 and is now owned by Mrs. Donald Frantz. Charles and Marian Bower use the Derr School② as a summer home. It closed in 1937. The first to close was the Neff School③ in 1919. Irvin Holmes is remembered as a teacher there. The Lyons④ and Marsh Run⑤ Schools closed in 1933. The 1940's saw the last use of one-room schools in Penn Township. The Muncy Creek School⑥ at Strawbridge closed in 1944 with Edna Sones as its last teacher. The three remaining schools were closed in 1947. Grace Myers was the teacher at the Frantz School that year. The other two schools closed in 1947 and were taught by husband and wife, Lillian Smith at the Sugar Run School⑦ and Myron Smith at the McCarty School⑧. This school was also named the Fribley School after a small village that existed there at one time. It is interesting to note that the last Lycoming County School Superintendent, Ralph Smith, began his teaching career at the Fribley School in 1925 with eleven students to begin the year. During the winter months, he secured room and board at the Harley Kepner farm adjacent to the school.

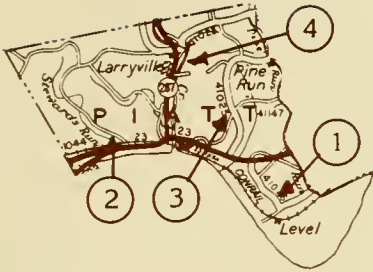
Near the end of the school year, it was the custom for all students and teachers from the various schools to join together at an institute held in a local church. There were contests in the major school subjects along with displays of penmanship, maps, and art work for inspection by parents, township school directors and county school officials.

Superintendent Smith has commented that the one-room schools in most cases met the educational needs of rural students. Small classes made it possible for students to progress rapidly to a level equal to or superior to the educational achievements of students attending larger consolidated schools.



*Derr School*

# PIATT TOWNSHIP



Before 1858 Piatt Township, named for William Piatt, an associate judge, was a part of Mifflin Township. The first schoolhouse was built in 1796 at Level Corner①. The present brick building there is dated 1886. As with many schools, dwindling population caused the school to close in 1958.

Both the Cement Mills or Cement Hollow School② and the Martin's School③ were in use in 1876. The former closed in 1943 and the latter in 1956.

The Larryville School④ was known as the Millville School until 1892. It also is known to have existed in 1876. The June flood of 1889 washed away the building (pictured on page 11). The present building, now used as a township building, was built by John D. Neff. His grandson, Richard Neff, was in the last class held in the building before it closed in 1958.



*Larryville School*



*Level Corner School*



*Cement Mills School — 1916*



*Martin's School*



# PINE TOWNSHIP

Pine Township, named for its profuse forests of pine trees, was formed in 1857 out of three surrounding townships — Brown, Cummings, and Cogan House. The area is populated at the northern and southern ends with a sparsely populated area in between.

In 1839, a grade school was built at English Center ①, a large, sawmill community which also at one time had a large tannery employing one hundred men. The school was two stories high and served the community until 1957. After the building was closed, it was a source of opposition between a group of people who wanted the building saved and a group who wanted it dismantled. To the regret of many citizens, the school was torn down.

The Oregon Hill ② community built a schoolhouse in 1891. This building was two stories high. As the number of students increased or decreased, the building was used accordingly as a one-room school or a two-room school. The building closed in 1959. A Mrs. Harbach was the last

teacher. The children were then sent to school out of the county to Wellsboro. The building is now used as a township building.

The Ivy School ③ was built in 1899. May Minier was the last teacher. When this school closed in 1921, the children were transported to Oregon Hill's two-room school.

The Texas School ④ closed in 1917. The students then boarded in homes in the area of Oregon Hill and attended school there.

The Snow School ⑤ closed in 1917. This school burned one winter day when it was unoccupied. It is believed that mice chewing matches was the probable cause of the fire.

Rogers was another sawmill community. Its school, Rogers School ⑥, closed in 1901.

Glen School ⑦ closed in 1921, and Chestnut Grove School ⑧ closed in 1917.

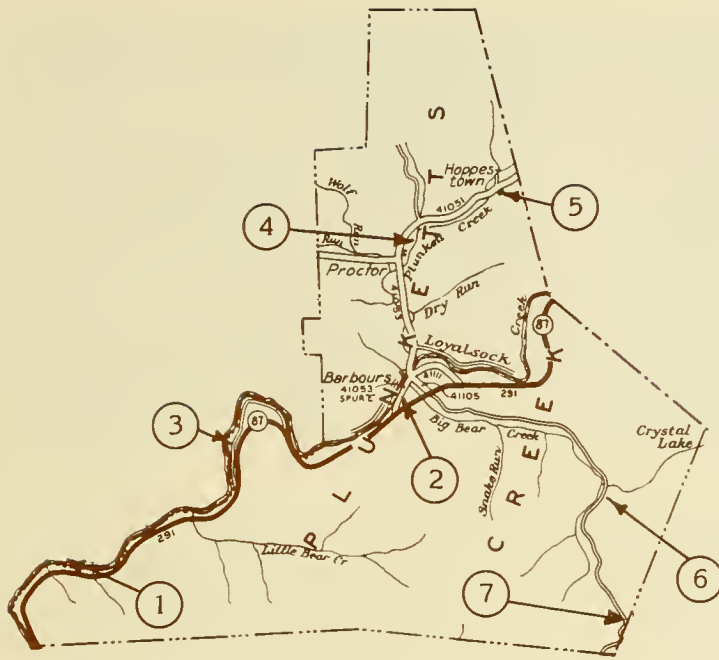


Oregon Hill School



English Center School — Virginia Hostrander, teacher — 1920-1921

# PLUNKETTS CREEK TOWNSHIP



Plunketts Creek Township in 1890 had in operation the following one-room schools. They had been erected at the sites of the most populated areas and later closed as the population shifted to more industrial villages: Heisley, also known as Moorhart, and the Store Box School; Barbour's Mills; Stryker; Factory; Hessler; Proctorville; and Hoppestown.

The first schoolhouse erected in the township was a log building located about four-tenths of a mile north of the present Consolidated Sportsmen's Grounds on Route 87. The site is now owned by the Mahlon Barton family. This Heisley School ① was also known as the Moorhart

School and as the Store Box School. It was attended by the children of families residing in the area of Shore Acres and north, to and including the Woolever area. After this school was closed, the pupils in the area of Woolever attended the Butternut Grove School in Gamble Township. This was located across the creek from the homes of Woolever. Those living south of the Heisley School attended the Loyalsockville School in Upper Fairfield Township.

The second school was built at the mouth of Big Bear Creek about 1838, and was known as the Barbour's Mills School ② and in later years was called the Barbour's School. It was in use until 1936, when the A.J. Barbour Consolidated School was built on land donated by C.S. Whipple near the Barbour's Baptist Church. Mr. Whipple requested that the school be named in honor of A.J. Barbour because it was on this site that the latter had been stricken and died.

The ownership of the first Barbour's School reverted to Mr. Whipple, who, in turn, donated it to the congregation of the Barbour's Methodist Church, which remodeled it and used the building as a place of worship from 1937 until its closing in 1979. Damaged several times by floods, it now stands vacant.

The Stryker School ③ was located at the foot of Stryker Hill along Township Route #880. The site of the Stryker School was at the extreme lower end of Loyalsock Manor and was attended by children living in Little Bear Creek and Cove areas, the Edwin Woolever family who lived across Loyalsock Creek opposite the mouth of Little Bear Creek (property now owned by the Pentz family), the Stryker family whose farm was comprised of all the area now known as Loyalsock Manor, the Blairs and any children who lived across the creek on the Jacoby Land. After most of the families had moved from the area, leaving only the Stryker family with school-age children, the school was closed and sold to Robert Faries who converted it to a summer home. The Stryker children of school age then commuted to the Barbour's School by horse and buggy and in the winter by sleigh.

The Proctor School ④ (Proctorville, as it was originally known) was built about 1868. It was the largest of all the township schools. During the years of the tannery operation in the village, several hundred men were employed and most of them took up residence in Proctorville. From 1869 through 1898, this was a bustling settlement and warranted the erection of a two-room school building. With the closing of the tannery, many families moved away to other industrialized areas, and the population dwindled rapidly. Attendance in the schools decreased considerably. Soon only one classroom was needed to accommodate the pupils. The other portion of the building was allowed to deteriorate and was then finally razed about 1917. By this time, only three one-room schools remained in the township. They were located at Barbour's, Hoppestown, and Proctor.

The monthly report for the year of 1891 shows that one male teacher was in charge of thirty-six students, ages nine through nineteen years, at a salary of \$35 per month. The nineteen-year-old





*Barbours School — Bertha E. Matthews, teacher — 1913-1914*



*Proctor School — Homecoming 1957 — Presently the Proctor Community Building*

was a young man who later became a medical doctor. A female teacher was in charge of forty-two pupils, ages six through eight years, and was paid \$24.66 per month. It is believed that the age of the pupils was a factor in determining the salary — the teenage boys requiring more discipline was one reason for negotiating for a higher salary. This school that ran a six-month term had many visitors — some months twenty or more. Single female teachers seemed to attract the most visitors.

The Hoppestown School⑤ was one of the last to be erected and was located about two and one-half miles northeast of Proctor in a little village known as Hoppestown. Classes were held in this building until 1931; thereafter, the pupils were enrolled at the Proctor School and were transported by a private car.

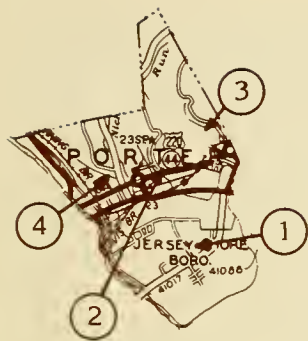
The Factory School⑥ was located on Big Bear Creek in the vicinity of the present Dunwoody Fish and Game Club. Originally the site of the Rogers Woolen Mill, an industrious, little settlement grew there with people from Muncy, Pennsdale, and surrounding areas. An itinerant minister held worship services in the various school buildings. The Woolen Mill, destroyed by fire in 1891, was never rebuilt. Nearly all the families moved to other localities where they could earn a living. The property was sold to the Dunwoody Fish and Game Club, and the school was closed. Pupils remaining in the area were transported to the Hessler and Barbour Schools.

The Hessler School⑦ was located near the top of the mountain on Big Bear Creek about two and one-half miles beyond the Factory School. It was attended by the Hesslers, the Whipples, the Millers, and others residing in the area. All pupils lived quite a distance from the school. Miss Laura McCoy, who taught in the Montoursville Schools from 1919 through 1950, began her career teaching in the Hessler School in the early 1900's. She has related that she boarded in the Hessler home, walked or waded through snow to the school building which was a distance of about two miles, built her own fire in the old box stove, kept the building clean, split her own firewood for the box stove, and taught seven pupils. After the closing of this school, pupils living in the area were enrolled either at Barbours or Huntersville schools. Those living on the Miller farm were students at the Huntersville School. Others were enrolled at the Barbours School and were boarded in the Barbours area at the school board's expense.

The Barbours and Proctor schools were the last one-room schools in Plunketts Creek Township. As some of the families returned to this area in the twenties, the population increased. The students were transported to either the Proctor or Barbours schools. Those living in the extreme southern end of the township were enrolled in the Loyalsockville School.

The Plunketts Creek Township information was researched and written by Virdie S. Houser.

# PORTER TOWNSHIP



Named for Governor David R. Porter and taken from Mifflin Township on May 6, 1840, Porter Township is a small township which surrounds much of the borough of Jersey Shore.

Within the area which became Porter Township, the first school was taught by George Austin in 1808, and the second school was taught by Gabriel Morrison in 1809. The first schoolhouse was built in 1809 along the river road. The following year the building was used for religious services. Within the Jersey Shore borough the first school was taught by John H. Grier in 1816.

From school board minute books of Porter Township, interesting information is learned; however, there are some items that are not clear. The schools of a township, for example, are referred to as School No. 1, School No. 2, etc. with the specific name of the buildings never given. In the minute book, one can fairly well guess from other references that School No. 1 is Ferguson, No. 2 is Vilas Park, and No. 3 is Nice's Hollow. They state, for example, that on June 13, 1863:

The School-House cite was again discussed, & other cites proposed; but no action taken. On motion the Sect. was directed to confer with the School department, as to whether a law had been past, in regard to Directors taking cites for School-Houses etc. in Lycoming County. On motion Messrs. Brown and Ferguson wear appointed a Committee, to measure and find where would be the centerable and proper place to get a cite for School-house No. 2 when it Shall be rebuilt.

After nearly five years of planning and discussing, the Porter Township Board adopted a resolution on January 25, 1868, delineating the sites for two schools:

First A cite of the one half acre or thereabout as shall be determined on when runoff — on the South West corner of the Mark Schlönaker farm, — at the junction of M. Q. Crane's lane with the public road leading from Jersey Shore to Pine Creek. Secondly, One half acre or thereabouts off the property of the Heirs of Wm Harris dec<sup>d</sup>, and at the junction of Nicholes Run lane with the Public Road leading from Jersey Shore to Phelps and Dodges Mills on Pine Creek.

About a week later the price for each of the half-acre lots was set at \$125.

Planning for the two new schools continued, and on June 19, 1868, the board accepted the draft of A. I. Kline for the buildings. They were to be built of brick from Thomas Waddle's kiln and be 38 x 32 feet with 13-inch walls with a distance of 14 feet to the eaves.

After several more months of deliberating, the board, on July 29, 1868, "... unanimously agreed to accept the bid of E. Harvey it being for \$1675.00 for Each house, ..."

On October 15, 1868, the board examined the new houses, and "... it was agreed that the Board abandon the Old School Houses, and that Snyder and Ferguson each could do with the one on their land as they saw proper." Both men were board members.

Some additional matters concerning the two new schools had to be decided at the board's November 14, 1868, meeting. The board appointed a "... committee to procure a Gass burning Stove for School House No. 2 of not less than 16 inches in diameter." Salaries for the teachers were set at \$44 per month for males and \$40 per month for females — "the teachers to make their own fires." A roofing problem which had been discussed at the September meeting was again mentioned, and the board decided to buy "ribed Shingles from Jasburg ... Board will pay transportation and the extra for ribbing, for the reShingling of School House No. 2 ..."

On January 30, 1869, the board "... ordered that our Brick School Houses, shall not be used by any denomination for holding of Meetings ..."

The problems of planning, constructing, financing, and administrating the two new schools were concluded at the board meeting of October 8, 1869, when the final bills were paid. These were \$28 for a pump and \$54 to Anson Willits for digging a well and *Backhouse holes* at School House No. 1.

Both former teachers and students of School No. 1, apparently known as the Ferguson School①, have shared their memories.

Miss Ruth Bardo, who began her school career in 1897, attended this school. She recalled that although a well had been dug early in the school's history, water for the school had to be carried from the nearby Bardo farm when she was a student. Miss Bardo, who later taught music in the Jersey Shore schools for many years, demonstrated her interest in music as a student by having the family organ hauled to the Ferguson School for *special* occasions.



Another former student remembered Professor Hart's coming once a month to teach penmanship, the erecting of a flag pole just before 1920, the quarantining of many students, and receiving *head marks* for giving correct answers.

Gertrude Brownlee Bitner, a former teacher at Ferguson School, related many interesting stories from her Ferguson School teaching experience. Before she began teaching there, a number of teachers had been forced to resign because of discipline problems. Parents related to her that one substitute gave all A's in an attempt to maintain discipline. To encourage parental support, Mrs. Bitner initiated a PTA. She also welcomed parents to visit the school. To satisfy the school's need for a flag, she successfully solicited and received the support of the DAR. She said that during the depression years many children had no coats in cold weather and that the school boards refused to supply paper. She recalls one winter when there were twelve foot snow drifts outside the building, as well as snow blown into the school building. School was held, however, as long as the teacher could make it to the school. Many of the children came in the severe weather simply because it was the only warm building available.

Mrs. Bitner organized a pet show and a doll show as recreation for the students. Her major accomplishment in extra-curricular activities was the organizing and coaching of a winning football team — an unprecedented feat for a young female teacher. To prepare herself she borrowed many books about football from the library. Her team played opponents from schools in places such as Antes Fort, Tombs Run, and Jersey Shore. Her versatility was further demonstrated by her purchase of several pianos during her teaching career in order to share her interest in music with her pupils.



*Ferguson School — c.1900*



*Nice's Hollow School*

School No. 2, probably the one later known as the Vilas Park School②, had in 1875 Hugh Castles as the teacher. It is not known whether or not this was the same Mr. Castles who was county superintendent from 1857 to 1863.

Also from the board minutes we learn that on April 5, 1884, it was:

Resolved that we the board of School directors of Porter Township agree to give to the RR Company Thirty feet of ground in width off of the South side of School Yard for the purpose of a Public Road. Providing the RR Co will give one fourth of an acre of ground, for the school yard, and if the board finds it necessary to change the door the RR Co will agree to do so at their expense and change the seats and make all the repairs that are needed, and said RR Co will fill on the west side as far as the fence of the Public Road leading up the hollow, on the North side five rods from the school House on the East side to the present boundary of the school yard with slate that came out of the Hains cut or Material Equally as good to the depth of Eighteen inches.

In 1886 the school was supplied with thirty seats at \$4.25 each. Also, two privies were built that year. In 1889, the school yard needed work to alleviate a water problem. Plastering was done to the building that same year.

The school closed in 1940 and has since been razed for the construction of the Jersey Shore by-pass.

Preparation for a third building began in December, 1877. On June 8, 1878, one-half acre of land was purchased from J. P. Martin for School No. 3, Nice's Hollow③. It, like No. 1 and No. 2, was to be brick, 30 x 22 feet, have 13-inch walls, and a twelve-foot ceiling. Also, it was to have an iron roof. In addition, on June 15, 1878, the board "... decided to wainscot the building four feet high. Also, that the Shutters be pannelled. That there be but one door. The coal house to be out of doors, and no windows at the gable end. One window each side of the front door and to be three windows on each Side of Building." Work on the cupola by A. P. Cohick cost the board \$24.50 in February 1884.

Several people who either taught at or attended Nice's Hollow School related interesting information. LeRoy Heivly who taught there in the 1930's remembered having 65 pupils, 13 of which were in the first grade. Later, grades one through four were held in a rented church, and grades five through eight in the Nice's Hollow building.

Paul Overdorf, who also once taught at the school, related the following incident:

At Nice's Hollow one day during noon recess as we were eating our lunches, I heard an ominous crack, and looking up, saw the plaster ceiling bulging downward. I yelled, *Everybody out quick! The ceiling's coming down!* There was a mad scramble, and as the last of us went through the door, the whole ceiling fell in a cloud of dust ... There was no school for a couple of days until the clean-up and re-plastering were completed.

A school board entry in the minutes book during the 1930's indicates that screening was put around the school yard to keep the pupils from a complaining neighbor's strawberry patch.

In the June, 1889, entry, there is reference to School No. 4, which incidently had the teacher with the lowest pay, \$25 per month, while the other schools' teachers were receiving \$35 per month. At about the same time, the teacher in School No. 2 is referred to as the principal — a term never mentioned before. It can only be guessed that School No. 4 is the Stavertown or Glen Grammar School④. This school, a two-room brick building which for many years had Miss Cora Rinn and Miss Sadie Mack as teachers, has been torn down for the Jersey Shore by-pass.

Another school that is only mentioned in school board minutes is the Mission School. After its closing in 1938, the students who had attended the school were sent to the Ferguson School, and the Ferguson seventh and eighth grade pupils attended school in Jersey Shore.

One person recalled a Snyder School on Railroad Street in Stavertown. The school reportedly was used as a polling place. From a picture it was learned that there was a twelfth reunion for these students in 1925.

Specific systems, books and subjects are mentioned in board minutes. On October 27, 1863, for example, "... It was agreed to adopt the Dutton and Scribner System of penmanship and to instruct our teachers strongly recommend it to the pupils, but *not* to imperitatively require all to procure it ...". Outline maps are discussed in 1876 entries, and in 1879 the board agreed to use the Appletom series of books if there would be an even exchange on the *present ones*. Objections to the teaching of physiology and hygiene were recorded in 1885.

The Porter Township board in the 1860's held four regular meetings during the year: the *first Saturday Evening of Sept., Dec., April, and June*.

Balloting concerning teachers in the 1860's was done by having each board member vote *yea* or *nay*. Around 1870, one of the school board members was also one of the teachers. In 1887, no one applied for teaching positions in the two township schools; therefore, the board had to check with the county superintendent as to how to proceed.

In 1865 the salary of the board secretary was set at \$10, and the compensation for the treasurer was set at 2 per cent of the disbursements. In 1876, the secretary received a \$10 raise. The \$20 salary remained in effect through 1891.

Two of the unusual facts learned from the minute book are that the school calendar was not consistent from year to year and that the teachers' salaries sometimes were decreased as well as increased. The following listing of the school terms illustrates the inconsistencies:

1864 The last Monday of July begins the summer term

1865 A five-month term beginning the second day of October

1867 A six-month term

1871 A seven-month term with three months beginning the first Monday in August and four months beginning the last Monday of November. This was later reduced to a six-month term.

1876 The fall term at School No. 2 to begin the first Monday in September, and the fall term at School No. 1 to begin the first Monday in November.

1880 A five-month term



1932 School to run from September to April

1937 A May 3, 1937 entry states: "It was decided to open schools on August 30 and to allow the teachers to use their own discretion about holidays."

The variances in salaries are seen in the following list:

1865 \$40 per month

1867 \$40 per month for a #1 certificate

\$35 per month for a #2 certificate

1875 \$55 per month at School No. 2

\$50 per month at School No. 1

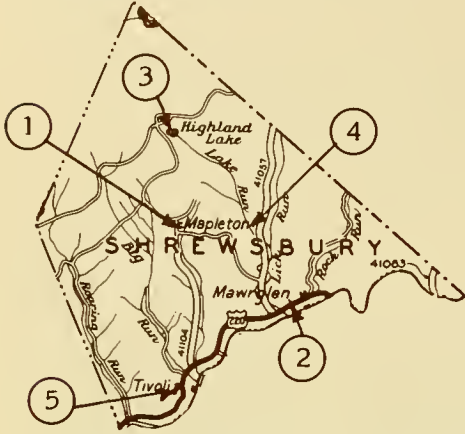
1878 \$45 per month at School No. 1 and No. 2

\$30 per month at School No. 3

1882 \$40 per month at School No. 1 and No. 2

\$35 per month at School No. 3

1937 \$100 per month for an eight-month term



## SHREWSBURY TOWNSHIP

Shrewsbury Township was taken from Muncy Township in 1804 and named for the township of the same name in New Jersey.

The earliest Lycoming County school records show three schools in Shrewsbury Township with seventy-four scholars for the 1855-56 term. Shrewsbury was the only district in the county reporting a higher average monthly salary for female teachers (\$15.00) than male teachers (\$14.00). There was only one of the latter. The cost of teaching each scholar per month that year, seventy-four cents, was one of the highest in the county. \$77.13 was received from the collector of school taxes although \$171.36 had been levied for school purposes. \$28.00 was received from state appropriations.

A total of five schools was finally established in Shrewsbury Township; two are still standing but serve the community in some other way. The Mapleton School ① closed in 1934 with Viola Crawley as teacher, but it has continued as an important center of community activities. The Point Bethel School ② closed in 1947, and Arilla Budman was the last teacher. The building still serves the township as a polling place at election time. School was conducted at Highland Lake ③ until 1918 but no building exists. It is said that a cottage was often used. Few residents remember the Pine Grove School ④ on the Hillsgrove road near Lick Run. Some say the school closed around 1904. A hunting cabin is now located on the site. The Tivoli School ⑤ closed in 1930 and has since been torn down.

Among the teachers of Shrewsbury Township still remembered were Adelaide Barbe, Edith Beck, Elsie Chapman, Viola Crawley, Greta Dunn, Roland Fague, Howard Ferrell, Mildred Fox, Cora Fox, Judy Hall, Cloyd McCarty, Harry McCarty, Ransom Moyer, Mae Myers, Sue Myers, Emily Rigney, Harry Rogers, Henry Sanders, Earl Taylor, Helen Vandine, Laura Weaver, and Amos Wilson.

Former students of the districts' schools remember many happy times. Baseball was the usual game with *dog-and-deer* being popular in the fall. Students especially enjoyed traveling by direc-



Point Bethel School



Pine Grove School

tor Ernest Shaner's bobsled to other schools each winter. During these visits they would often engage in games, spelling bees, and recitations. Ted Edkin recalls that when he would enter one school, the scholars would shout *The Big Dog Under the Wagon*, a poem that he had recited so often that they could follow him word by word.

### The Big Dog Under the Wagon

(as recalled by Ted Edkin, Shrewsbury Twp.)

"Come wife," said good old Farmer Gray,  
"Put on your things, it's market day  
And we will be off to the nearest town  
There and back ere the sun goes down.  
Spot, no we will leave old Spot behind."  
But Spot, he barked and Spot, he whined  
And soon made up his doggish mind  
To follow under the wagon.  
"Poor Spot," said he, "did want to come  
But I'm awfully glad he's left at home.  
He'll guard the barn and guard the cot  
And keep the cattle out of the lot."  
"I'm not so sure of that," thought Spot.  
The big dog under the wagon.  
The farmer, all his produce sold  
And got his pay in yellow gold.  
He started home after dark,  
Hark, a robber sprang from behind the tree,

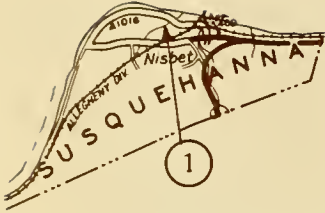
"Your money or your life," said he.  
The moon was up but he didn't see  
The big dog under the wagon.  
Spot ne'er barked nor Spot ne'er whined  
But quickly caught the thief behind.  
He drug him down in the mire and dirt  
Tore his coat and tore his shirt  
And held him fast on the mirey ground  
While his hands and feet the farmer bound  
And tumbled him into the wagon.  
Now Spot he saved the farmer's life,  
The farmer's money and the farmer's wife,  
And now the hero grand and gay  
A silver collar wears today.  
And everywhere his master goes,  
He follows on his hoary toes  
The big dog under the wagon.



Mapleton School



# SUSQUEHANNA TOWNSHIP



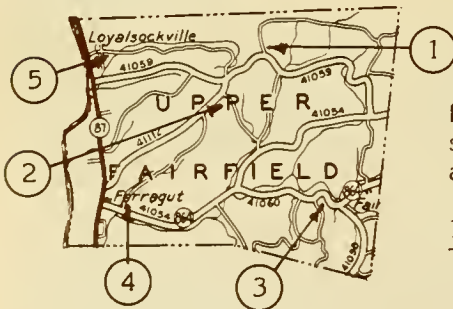
Sparsely settled Susquehanna Township was formed from Nippenose and Armstrong in 1838. Named after the river encircling it, Susquehanna's principal industry was agriculture although a grist mill, cloth factory, and steam flouring mill were in existence at one time. Nisbet, a postal town located near the railroad, was the site of its only school. A wooden frame building, the school was divided into two

rooms — one to accommodate the first four grades and the second, grades five to eight. Operating as early as 1891, the only interruption in the normal school schedule came with the 1936 flood when the building was inundated. Books and essentials were removed before the water could ruin them, and after a few days of vacation, school resumed as usual in the nearby Methodist Church.

During the flood and for four years prior to it, a Mr. Bruce Casner was one of the teachers in the school. He remembers the high waters as well as his novel method of getting to school when the river was low and calm. Living in Linden at the time, he would paddle a canoe across the river and disembark on the opposite shore. After securing his canoe, he would walk the rest of the way to school. Closed in 1959, the Nisbet School is still standing today.



*Nisbet School*



# UPPER FAIRFIELD TOWNSHIP

Upper Fairfield Township evolved from the division of Fairfield Township on January 29, 1853, and comprised five schools: Loyalsockville, Farragut, Fairfield Center, Heilman's, and Pleasant Hill.

Notes taken from the School Board minutes of September 8, 1917, reveal interesting facts of the times:

<b>Teachers' Salaries:</b>		Anna Mulcaly .....	\$55
Harry Sanders.....	\$55	Altha Edler .....	55
Laura Lundy .....	55	Jessie Keebler .....	45

## Expenses:

H. G. Phillips for trespass notices .....	\$1.50	Repairs and cleaning .....	\$ 4.00
Collectors tax notices.....	1.30	Hauling coal .....	14.63
Report cards .....	1.20	Postage .....	2.50
Total monthly bills for the five schools: \$290.18.			



*Loyalsockville School*



*Farragut School*

Directors of the school board gave a very pointed talk to their teachers during the course of a meeting August 29, 1932. The topic of this discussion was expenditures. The result was that the teachers voted to return ten percent of their salaries to the school district.

The Heilman School① and equipment was sold at public sale on May 4, 1940, for \$79.60. The owner of the land, Mrs. George Wilson, would not sell or lease the land, and the building had to be moved. It was removed to a site on Loyalsock Creek below Farragut and is a year-round residence.

In 1940 the school board admonished the teachers to "Be careful about the hours they teach. Do not leave school out until proper time, and take in school at proper time. Place more time on vital subjects and not so much time on paper cutting and foolish things. Take care of the school supplies."

A fire destroyed the Pleasant Hill School②, and in December 1946 its students were transferred to Loyalsockville School. The lot of Pleasant Hill was sold at auction on April 19, 1947, for \$250. Its coal shed was sold for \$140.

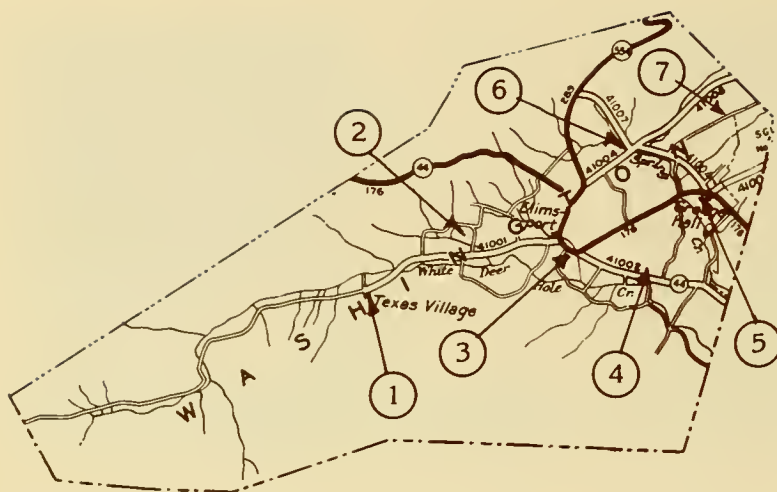
In May, 1950, amidst opposition Fairfield Center School③ was closed. Later, in 1959, Farragut④ and Loyalsockville⑤ schools were also closed.

Heilman School, closed in 1938, still brings forth many fond memories to its former students. These former pupils held their third reunion in 1979 with sixteen in attendance. Mrs. Earle Strobe, who is responsible for organizing these reunions, marked the 50th anniversary in 1976 of her graduation from Heilman School.



*Heilman School*





## WASHINGTON TOWNSHIP

Named after the first President, Washington Township is one of the largest in the county. Blessed with bountiful woods and good soil, the White Deer Valley became a thriving agricultural region. In addition, the large expanse of woodland was the basis for a prosperous lumbering business and early sawmills flourished. Other industries like grist mills were established as well, and for some time

a wheel spoke factory was in daily operation.

The first schoolhouse in the township was a rude log building constructed near what later became the residence of Thompson Bower. Built about 1800, its first teacher was an Englishman named Richard Fossit. Another teacher held classes in the old Baptist Church, and when it was torn down, the school year was completed in Piatt's tan shop. Several of these crude types of schools were built at the beginning of the nineteenth century, and served the educational needs of this township until more sophisticated structures could be erected.



*Elimsport School — c.1914*

At the eastern end of the township lies a fairly mountainous area. Because the rough terrain did not lend itself to farming, this section was less populated than other regions. It is within these boundaries that Texas School ① was built and operated until 1917. A wooden building, it is the only one of seven structures that is not still standing.

In another wooded and hilly area the Hillside School ② was situated. A wooden building now converted into a home, it was often the testing ground for new teachers. Most of the teachers were young and had come from farming families themselves. Parent participation in the school

curriculum was almost nonexistent, although they would often come to school to see special programs or plays. This white wooden structure operated until 1945.

The only postal village in the township was the site of the ElimSPORT School③. A brick building, it was also converted into a home after it closed in 1957. After the one-room schools were consolidated, a larger building was built in ElimSPORT to accommodate all the children.

Located in the heart of the farming community were two other one-room schools. Pleasant Green School④ (pictured on page 39) was situated on a slope in the eastern part of the township. After Pleasant Green was closed, around 1957, it was utilized again when the new ElimSPORT School was built. Because the new school had not been completed on schedule, Pleasant Green had to be reopened to teach the children the first two months of the school term. Mrs. Kathryn Waltman had just returned to teaching at the time, and remembers the problems she encountered with rodents and cobwebs in reopening the school. The other school in this general area but located farther north was called Pike's Peak⑤. Probably named this because of the steep hill leading up to the building, its grounds were a popular sled riding spot. Closed in 1957, it is now used for storage by a local carpenter.

In the township another brick structure that still stands today is the White Hall School⑥. Complete with wooden porch and belfry, it was also closed in 1957 due to the dwindling population.

One of the more scenic schools in the township is located along Ridge Road and is called the Laurel Ridge School⑦ (pictured on page 25). Built in 1857 of stone, it has been converted to a home and has the same door and windows that the original building had. Closed in 1923, it is situated in a beautiful area and stands as a pleasant reminder of the one-room school days in Washington Township.



## WATSON TOWNSHIP

In January, 1845, Watson Township was organized from Cummings and Porter townships. It was named in honor of Oliver Watson, Esq., president of the West Branch Bank of Williamsport.

The first school was taught by Robert Young in 1807, and the first schoolhouse① was built near the mouth of Tomb's Run about 1825. A second log schoolhouse② was used until about 1875. Although the Watson Independent School③ closed about

1898, the building is remembered to have stood until well into this century and was used as a woodshed and washhouse until it was torn down.

The Harbor Mills School④ also known as Safe Harbor was located at the site of an old iron works. The school closed in 1933 and has since burned.

Tomb's Run School⑤ remains as a community building today, having closed as a school in 1959. The land, a part of the Seigel Estate, had long provided a place for educating the local farm



*Harbor Mills School*



*Tomb's Run School*



families. Several teachers are remembered for walking to school. One drove his horse and buggy. LeRoy Heively, who taught here between 1926 and 1930, rode the train from Jersey Shore to Pine Creek where he walked the three miles to the Tomb's Run School. He then walked seven miles home to Jersey Shore.



*Watson Independent School — Jennie Ebner, teacher*

## WOLF TOWNSHIP

Wolf Township was taken from Muncy Township in September, 1834, and named in honor of George Wolf, who was then governor of the state.

In 1814 the first school was opened in Wolf Township in a room of a building located on a farm owned by Christian Kohler. A log house was built in 1818, and served educational as well as religious purposes. The Methodists organized their first religious society in 1820 and continued to use this building as a place of worship until 1844 when they occupied their own church.

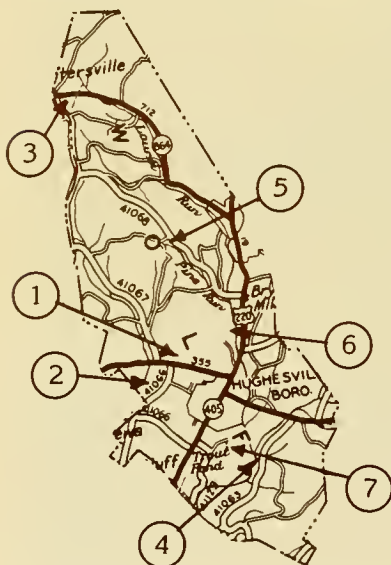
There were five students for Mary Bates to teach in the log school known as Woody School when it first opened. It was situated just below Picture Rocks.

The building chosen by the Pennsylvania Federation of Junior Historians to be preserved was the Newman School ①; its first building was built in 1841. The present building, which is the third one, was built in 1879. Refurbished by the East Lycoming Bicentennial Committee in 1976, the building and its grounds are presently administered by the Lycoming County Historical Society.

Keitly School ②, built in 1790 on land also owned by Christian Kohler, was named for its first teacher, Peter Keitly, an English Quaker, who lived to be 93 years of age. Most of the students came from Quaker families, and this was a subscription school.

Built of mountain stone in 1878, Huntersville School ③ is near the western border of Wolf Township. Its use as a school ceased in 1937, with Willard Poust its last teacher.

The beauty of the surrounding countryside is noted in the number of 'Fairview' ④ schools throughout the county. Wolf Township had two Fairview schools, the second one located to the north of the original site. Closed in 1955 as a school, it stands now as a home.





*Huntersville School — 1931*



*Pine Run School*



*Villa Grove School — 1891-1892*

John L. Shipman built Pine Run School⑤. He had a stipulation that if the school should cease to be used for that purpose, the land would revert to his farm. Mrs. Truman Myers was the last teacher in 1931. The original structure was built in 1850 and replaced in 1893. A former pupil, Mrs. Mabel Plotts, relates that the school never had more than twenty-five students.

Mrs. Grace Myers Kohler was the last teacher at Steck School⑦ which closed in 1932. It was built under the same conditions as Pine Run School.

The Villa Grove School⑥ was built in 1871. The township school board purchased the land for this building on October 9, 1858, for the sum of \$13.75 from Alfred Lyons. There were 38 perches of land in the plot. In the early 1950's, the school board could not find the deed for the land. John Bubb was employed to survey the plot and the courts granted a quick claim deed. Later, Robert Ferrell of Picture Rocks found the old deed in the files of a Williamsport engineer, Mark C. Krause.

Mr. Clayton Houseknecht taught in the school for a period of twenty-five years, a long tenure of service in a rural school. Mrs. Viola Houck was the teacher when the school closed in 1955.



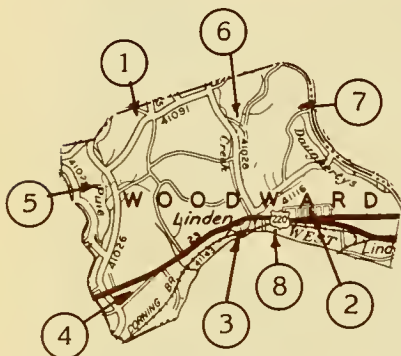


Villa Grove School — now used by the Hughesville Jaycees



Newman School

## WOODWARD TOWNSHIP



Woodward Township was formed from a part of Anthony Township on November 23, 1855. It was named in honor of Apollos Woodward, an associate judge of Williamsport.

There were eight different schools which served the farming communities of Woodward Township. The first school on record was the Emery School ①, which closed sometime before 1880. The following schools were all in service prior to 1892 and continued in use for some time.

The Stewart School ② was located in East Linden on top of the hill. It closed in 1918 and has been torn down.

The original Linden School ③ was a frame building located on Back Street in Linden. This building was replaced about 1927 by a red brick schoolhouse built on the site of the present Route 220. The brick school closed in 1954 and both buildings have been razed.

The White Oak Grove School ④ was located on the old Route 220 highway, now called Young's Road. The school closed in 1945 and is used as a home. Some residents recall that an older school previously stood in this area, the remains of which were plowed up by a local farmer.

The original Lower Pine Run School ⑤ was a frame building located on New Road, off the present Pine Run Road. This building was sold and used by the Pine Run Grange until it burned. The newer brick schoolhouse was built in the same general area and served the community until 1948. This building is now a residence.

There was a school out Quenshukeny Road called Limber Bridge School ⑥. It closed in 1951 and serves currently as a residence.

The Forest Glen School ⑦, located northeast of Linden closed in 1948. It also has been converted into a home.

The East Linden School ⑧ was unique in that it was a portable school commonly called the *pasteboard box*. While the community was growing (no date on record) there was some question as to exactly where the population would settle. Rather than erecting a permanent school, community members set up a portable one where the firehall is now located. The school closed in 1948.



*Pine Run School — original building*



*Pine Run School — second building*



*White Oak Grove School —  
c.1925*



*Limber Bridge School*



*Linden School*



*Forest Glen School — c.1905*



*White Oak Grove School — 1907-1908*



## Schools by Township

### Anthony

Conn  
Greenwood  
Kiess  
Pine Run  
Steam Mill  
Stony Gap

### Armstrong

Gibson  
Jacks Hollow  
Mosquito Valley  
Old DuBoistown  
Widow Slear

### Bastress

Bastress

### Brady

Oak Grove  
Somerset  
Stone

### Brown

Child's Hill or Beulah Land  
Cedar Run  
Francis Draft  
Gamble  
Hilborn  
Mount Fern  
Pump Station  
Slate Run #1 and #2  
Trout Run #1  
Trout Run #2  
Utcetar

### Cascade

Kelly  
McLaughlin  
Masten  
Slacks Run  
Wallis Run #1 and #2

### Clinton

Baptist  
Clintonville  
Davis  
Graff  
Mench  
Mountain  
Mountain Grove  
Muncy Station  
Pine Street

### Cogan House

Beech Grove  
Brookside  
Cogan House  
Green Mountain  
Steam Valley  
Schuyler or Steuben or Buckhorn  
Quimby or White Pine or Summit

### Cummings

Carsontown  
East Hill  
English Mills  
Island or Stewart  
Ramsey #1 and #2  
Waterville #1  
Waterville #2

### Eldred

Christian Hill  
Eight Square  
Excelsior  
North Eldred  
Quaker Hill  
Warrensville

### Fairfield

Baxter  
Clees  
Keebler  
Road  
Rodgers

### Franklin

Bald Eagle  
Chestnut Grove  
Germany  
Lairdsville  
Pleasant Valley  
Starr

### Gamble

Beech Valley  
Butternut Grove  
Carter or Rose Valley #1  
Chestnut Grove  
Ely  
Loder  
Rose Valley #2  
Wallis Run

### Hepburn

Balls Mills  
Crescent  
Factory  
Hepburn Independent  
Hepburnville  
Klump  
Pleasant Valley

### Jackson

Centennial  
Gospel Box  
Independent  
Jackson Corners  
Kehler  
Krise  
Mountain  
Raker  
Reed

### Rutty

Triangle  
Zuker or Sugar Hill

### Jordan

Biggertown  
Cleveland  
Gordner or Lore  
Grange  
Peterman  
Prairie  
Richard's Grove  
Salem  
Unityville

### Lewis

Bodines  
Bobst Mountain  
Corter  
Early Gray's Run  
Gray's Run  
Keys  
Pennsdale  
Trout Run #1 and #2

### Limestone

Collomsville  
Eck  
Jamestown  
Moore  
Mountain  
Oval I  
Reidy

### Loyalsock

Eagle  
Fairview  
Grandview  
Heshbon  
Limestone  
Lloyd's Addition  
Mill Creek  
Sand Hill  
Union

### Lycoming

Biehl  
Maple Springs  
Perryville  
Pleasant Hill  
State Road  
Quiggleville

### McHenry

Blue Stone  
Cammal  
Herritt  
Jersey Mills  
Okome  
Ross

## Schools by Township (Continued)

### McIntyre

Astonville  
Crandalltown  
Gray's Run  
Langdon  
Lynnfoot or Cartersville  
McIntyre  
Marsh Hill  
Pleasant Stream  
Ralston  
Red Run  
Sechrist

### McNett

Ellenton  
Leolyn or Carpenter  
McIlwain  
Masten  
Parson's Hill  
Roaring Branch  
Yorktown

### Mifflin

Brick  
Canoe Run or Friedens  
Chestnut Grove  
First Fork  
Harrer  
Main Creek  
Mud Run  
Plank Road  
Salladasburg  
Stabley  
Wildwood

### Mill Creek

Boyer or Baier  
Gortner or Mud Hole  
Hites

### Moreland

Backbone or Pleasant Grove  
Eight-Square  
Frenchtown  
Green Valley  
Hill  
Laurel Run  
Opps

### Muncy

Bush  
Centre  
Friends  
Halls Station  
Oak Run  
Pennsdale

### Muncy Creek

Clarkstown  
Fairview or Shoemaker's Mill  
Glade Run  
Guide  
Muncy Dam  
Northwest or Buckley  
Port Penn  
Shane  
Turkey Bottom

### Nippenose

Eight-Square  
Granville #1  
Granville #2  
Morgan Valley  
River Mill

### Old Lycoming

Bottle Run  
Franklin  
Oak Grove #1  
Oak Grove #2  
Pitcoe

### Penn

Derr  
Frantz  
Lyons  
Marsh Run  
McCarty  
Muncy Creek  
Neff  
Sugar Run

### Piatt

Cement Mills  
Level Corners  
Martins  
Larryville

### Pine

Chestnut Grove  
English Center  
Glen  
Ivy  
Oregon Hill  
Rogers  
Snow  
Texas

### Plunketts Creek

Barbours  
Factory  
Heisley or Store Box  
Hessler  
Hoppestown or Steinhilper  
Proctorville #1 and #2  
Stryker

### Porter

Ferguson  
Glenn Grammer  
Nice's Hollow  
Vilas Park

### Shrewsbury

Highland  
Mapleton  
Pine Grove  
Point Bethel  
Tivoli

### Susquehanna

Nisbet

### Upper Fairfield

Fairfield Center  
Farragut  
Heilman  
Loyalsockville  
Pleasant Hill

### Washington

Elimsport  
Hillside  
Laurel Ridge  
Pike's Peak  
Pleasant Stream  
Texas  
White Hall

### Watson

Harbor Mills  
Log  
Tomb  
Tomb's Run  
Watson Independent

### Wolf

Fairview  
Huntersville  
Keitly  
Newman  
Pine Run  
Steck  
Villa Grove

### Woodward

East Linden  
Emery  
Forest Glen  
Lumber Bridge  
Linden I  
Pine Run  
Stewart  
White Oak Grove

### Williamsport School District

Long Reach Independent



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*"Of all the memories of the past, those of school are the ones that last"*









## LYCOMING COUNTY

